

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Hybrid (in-
person or via Zoom)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, May 7, 2025

NOTICE: The Regular Board Meeting at 5:30 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID: 912 2512 8314.

2025-26 Budget Hearing Public Comment Request Forms:

The board will hear public testimony, specific to the 2025-26 budget, in person or via Zoom, from up to 10 community members who sign up in advance by the deadline of 5:00 p.m., on May 5. If more than 10 online forms are received, 10 people will be randomly selected to speak. District staff will contact requesters after the deadline to notify them as to whether they have been selected to speak at the hearing. To request to speak regarding the 2025-26 budget, please complete the form found at [Public Comment Request form](https://docs.google.com/forms/d/e/1FAIpQLSeR-RYL_xmLNEISJHF8N03uCQbe3j7H4Bq5rNE6FPH40KN8og/viewform) or: https://docs.google.com/forms/d/e/1FAIpQLSeR-RYL_xmLNEISJHF8N03uCQbe3j7H4Bq5rNE6FPH40KN8og/viewform.

Regular Board Meeting Public Comment Request Forms:

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

The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting. Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting. After the deadline, district staff will notify those who completed the form, as to whether they have been selected to speak.

**5:30 PM
Regular Meeting**

- I. **5:30 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
 1. **Chinese Immersion School Choir Performance** **4**
Presenters: Stephen Thompson, Music Teacher, and Students from the Chinese Immersion School
10 Minutes
- V. Receive Reports from High School Student Representatives
- VI. **Conduct a Public Hearing on the Proposed 2025-26 Budget** **5**
Presenter: Matt Brown, Finance Director
30 Minutes
- VII. Items Raised by the Audience
30 Minutes
- VIII. Comments by Employee Groups
- IX. **Item for Action at a Future Meeting**
The 2025-26 Fiscal Year Budget item was moved during the Agenda Approval to be presented earlier on the agenda, in consideration of the audience attending for that specific item.
 1. Fiscal Year 2025-2026 Budget Adoption Presentation **6**
Presenter: Matt Brown, Director of Finance
30 Minutes
- X. **Consent Group - Items for Action** **1**

None

XI. **Items for Information**

None

XII. **Items for Action**

1. Adopt Resolution #2025-051 for Supplemental Budget No. 1, Making appropriations for the 2024-25 Fiscal Year
Presenter: Matt Brown, Director of Finance
10 Minutes 27
2. Adopt Policy EBC – Emergency Plan and First Aid** and delete Policy EBC/EBCA – Emergency Procedures and Disaster Plans (Second Read)
Presenters: Jennifer Bills, Director of School Safety
5 Minutes 31
3. Approve 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**
Presenters: Seth Pfaefflin, Director of Student Services;
5 Minutes 36
4. Approve Revisions to Policy GBEA – Workplace Harassment (Second Read)
Presenters: Christine Nesbit, General Counsel; Brooke Wagner, D.Ed, Assistant Superintendent of Administrative Services
5 Minutes 45
5. Approve Revisions to Policy KBA – Public Records** (Second Read)
Presenter: Christine Nesbit, General Counsel
5 Minutes 49
6. Approve Proposed Revisions to Policy EFA – Local Wellness (Second Read)
Presenters: Jill Cuadros, Director of Nutrition Services and Warehouse; Larry Williams, Assistant Superintendent for Instruction and Access
5 Minutes 53
7. Approve Adoption of Policy JGA – Corporal Punishment (Second Read)
Presenter: Larry Williams, Assistant Superintendent for Instruction and Access
5 Minutes 68
8. Approve Revisions to Policy JEC – Admission of Resident Students** (Second Read)
Presenter: Larry Williams, Assistant Superintendent for Instruction and Access
5 Minutes 71
9. Approve Revisions to Board Policy BDDH – Public Comments at Board Meetings (Second Read)
Presenter: Colt Gill, Interim Superintendent
5 Minutes 75

XIII. **Items for Action at a Future Meeting**

1. Resolution Affirming the Rights, Inclusion, and Success of Students with Disabilities
Presenter: Carmen Xiomara Urbina, Chief of Staff
30 Minutes 84
2. Approve Revisions to Policy IKF – Graduation Requirements
Presenter: Larry Williams, Assistant Superintendent of Instruction and Access
15 Minutes 115
3. Set Date and Establish a Subcommittee for Board Retreat Planning
Presenter: Jenny Jonak, Board Chair
10 Minutes 128
4. Set Date for Board's Annual Organizational Meeting
Presenter: Jenny Jonak, Board Chair 129

10 Minutes

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



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

Date of Meeting

May 7, 2025

Title

Chinese Immersion School Choir - Performance

Presenter

Stephen Thompson, Music Teacher, and Students from the Chinese Immersion School

Background

The students will sing several short songs in Chinese, that they have learned in their music class at school.



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

CONDUCT A PUBLIC HEARING

Date of Meeting

May 7, 2025

Title

Conduct a Public Hearing on the Proposed 2025-2026 Budget

Presenter

Matt Brown, Finance Director

Background

The board will hear public testimony, specific to the 2025-26 budget, in person or via Zoom, from up to 10 community members who sign up in advance by the deadline of 5:00 p.m., on May 5. If more than 10 online forms are received, 10 people will be randomly selected to speak. District staff will contact requesters after the deadline to notify them as to whether they have been selected to speak at the hearing.

To request to speak regarding the 2025-26 budget, please complete the form found at

[Public Comment Request form](#) or:

https://docs.google.com/forms/d/e/1FAIpQLSeR-RYL_xmLNEISJHF8N03uCQbe3j7H4Bq5rNE6FPH40KN8og/viewform.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

5/7/2025

Title

FY 2025-2026 Budget

Presenter

Matt Brown

Background

Presentation on the FY 2025-26 Budget

May 7, 2025 Board Meeting & Budget Hearing

Budget Presentation | School Board Meeting

Budget Committee Meetings

“The roots of education are bitter, but the fruit is sweet.”
~ Aristotle

- 5 Budget Committee meetings from 3/11-5/05
- Increased opportunities for public comment
- Provided additional time for employee group comments
- Meetings focused more on programs and services, inviting subject matter experts to talk about their programs going into the next year
- After receiving the proposed budget, committee created 7 additional proposals, recommending a 9th option to the board

Enrollment & Staffing

5-Year Look Back	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	16,080	15,715	15,681	15,364	15,227
Staff FTE	1,727	1,629	1,996	2,152	2,224 ⁹

4J is at its **lowest enrollment** *and* **highest staffing level** in at least 25 years.

Budget Values Framework

GOAL # 1: Increasing equitable outcomes and achievements

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

GOAL # 3: Proactively engaging our community

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Increasing equitable outcomes and achievements	<ul style="list-style-type: none"> Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience. Literacy efforts – implementation and improvement Bullying and harassment prevention and response Professional development and training for staff to support these efforts 	<ul style="list-style-type: none"> Classroom materials that are inclusive and representative DEI efforts and leadership Affinity groups District Equity Committee Equity Lens and Equity Budgeting 	<ul style="list-style-type: none"> Curriculum/Program Adoption Federal Programs (Title I, II, III, IV, VI, IDEA) NATIVES Program Equity Managers Welcome Center Early Learning 504 Support Principal academy AVID MTSS Data Research & Planning McKinney Vento & 15th Night Programming English Language Development Grow Your Own Program Free Meals for All Restorative and transformational justice efforts - Student Support Matrix

Budget Decision Tool

1. If a new investment is presented, is there new revenue to support it?
If not, what will be cut to pay for this investment?
2. If we make adjustments, does it align with the Budget Values Framework?
3. Review programs/services with the 4J Equity Lens:
 - a. What is the goal of the investment, reduction, or budget change?
 - b. Who will be impacted and have they being included in the decision process?
 - c. How might this impact equitable services?
 - d. What outcomes will this accomplish?
 - e. What are the unintended consequences?

Recommended Proposal H

Levels	Amount
Additions	(4,923,000)
Level 1	8,210,700
Level 2	4,675,000
Level 3	5,890,000
Level 4	2,007,000
NET TOTAL	15,859,700
TOTAL REDUCTIONS	20,782,700

Reductions	Amount	%
Outside of School	19,162,700	92%
Inside Schools	1,620,000	8%
TOTAL REDUCTIONS	20,782,700	

Recommended Proposal H

Additional Programs in General Fund	Proposal H
ELD Staffing	270,000
New Life Skills Classroom	750,000
Extended Learning from Integrated Guidance	1,653,000
Programs transfer from Lane ESD	2,250,000
Total Additional Programs to General Fund	\$4,923,000

Recommended Proposal H

Proposed Reductions - Level 1	Proposal H	FTE
Elementary - enrollment reductions	1,620,000	12.00 FTE
School Safety - eliminate vacancies	85,000	1.00 FTE
Finance - staff reductions and contracts	250,000	2.00 FTE
SSD - eliminate vacancies	310,000	2.00 FTE
Communications - staff vacancies and contracts	255,000	1.00 FTE
Instruction - staff reductions and contracts	1,340,700	2.00 FTE
Districtwide - 3% M&S reductions	850,000	
Superintendent - staff and materials	1,000,000	
Facilities - transfer reduction	2,500,000	
Total Reductions to General Fund	\$8,210,700	20.00 FTE

Recommended Proposal H

Proposed Reductions - Level 2	Proposal H	FTE
Facilities - reduction in transfers	2,500,000	
Superintendent - staff and materials	500,000	
Instruction - staff reduction and contracts	1,675,000	5.00 FTE
Total Reductions to General Fund	\$4,675,000	5.00 FTE

Recommended Proposal H

Proposed Reductions - Level 3	Proposal H	FTE
Facilities - reduction in transfers	4,000,000	
Instruction - staff reductions	1,485,000	11.00 FTE
Nutrition - staff reductions & services	405,000	1.00 FTE
Total Reductions to General Fund	\$5,890,000	12.00 FTE

Recommended Proposal H

Proposed Reductions - Level 4	Proposal H	FTE
Facilities - reductions in transfers	1,000,000	
Instruction - contracts	277,000	
Communications - staff reductions & contracts	230,000	1.00 FTE
Human Resources - contracts	135,000	
SSD - materials & services	65,000	
Districtwide - materials & services	300,000	
Total Reductions to General Fund	\$2,007,000	1.00 FTE

Proposal H Differences From Original Proposed Budget

If the Board adopts this proposal, it provides the superintendent with funding allocations that would allow the superintendent to retain the following positions previously considered for reduction as warranted:

- 7.0 Licensed FTE at the Elementary level Cost = \$945,000
- 3.0 Licensed FTE at the Middle School level Cost = \$405,000
- 6.0 Licensed FTE at the High School level Cost = \$810,000
- 1.0 FTE of Library Services district-wide Cost = \$135,000
- 4.5 Classified FTE district-wide Cost = \$382,500
- 6.3 Classified FTE at the High School level Cost = \$535,500

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Total Add-Backs from Proposed Budget = \$3,213,000

Staffing Reductions in GF

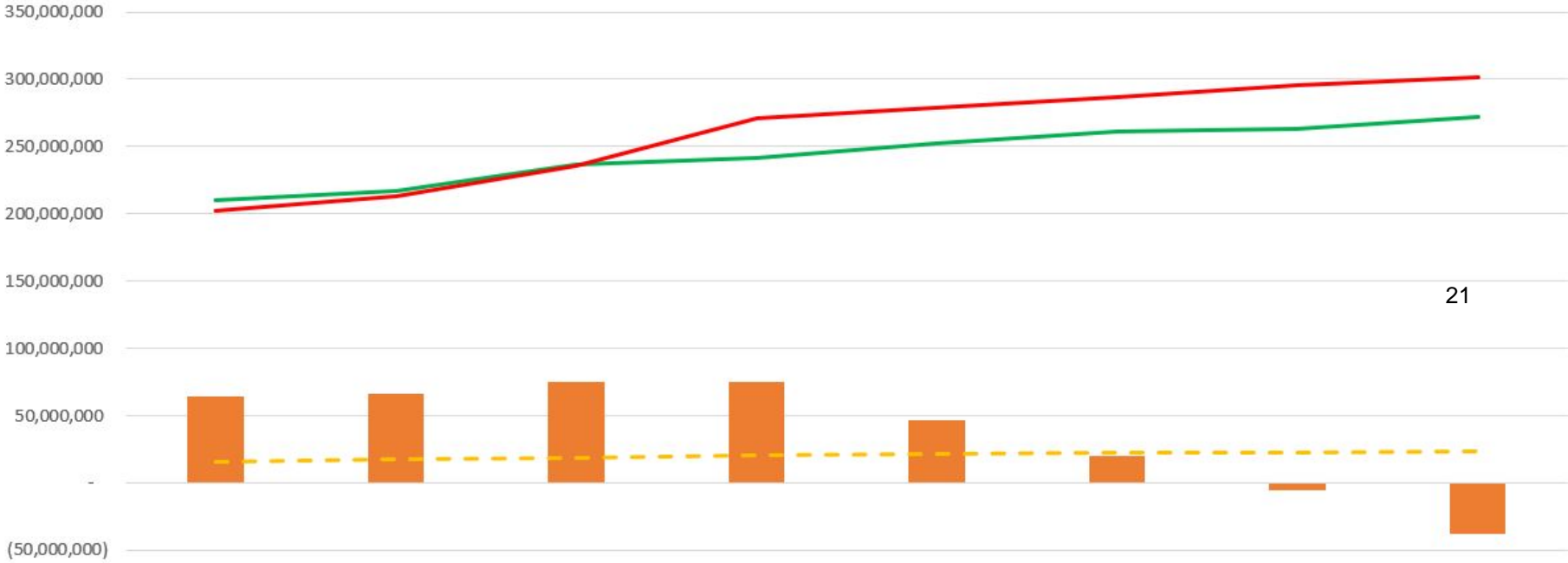
	PROPOSAL H		PROPOSED	
Employee Groups	FTE	%	FTE	%
Licensed	28.00	2.5%	45.00	4.1%
Classified	2.00	0.2%	12.80	1.3%
MAPS/Admin	8.00	4.5%	8.00	4.5%
Total General Fund	38.00	1.7%	65.80	2.9%

Proposal H Forecast

Financial Implications

- Proposal H has an ending fund balance below policy
 - \$1.84 Million below 8% Reserve Policy
- 2026/27 Budget will likely need \$27.49 Million in reductions to create a balanced budget that meets the 8% Reserve Policy
 - If the Reserve Policy was reduced to 5%, \$19.57 Million in reductions would still be required

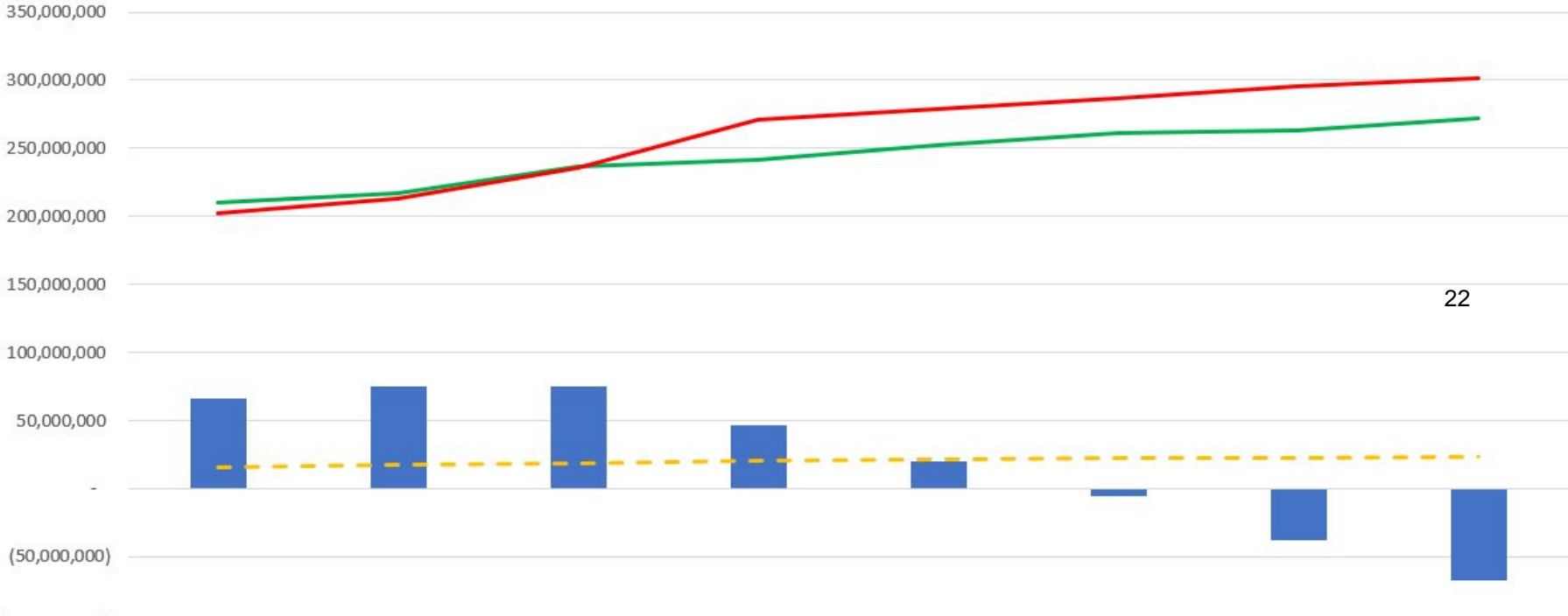
Proposal H Forecast



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	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Proposed	26/27 Forecast	27/28 Forecast	28/29 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	75,409,000	46,307,000	19,761,610	(5,893,429)	(38,387,088)
Actual Revenue	209,794,000	217,131,000	236,666,000	241,699,000	252,082,000	260,939,000	262,939,000	271,925,000
Total Expenditures	202,054,000	213,324,000	235,215,000	270,801,000	278,627,390	286,594,039	295,432,659	301,254,231
Reserve Policy 8%	15,721,680	17,065,920	18,115,280	20,272,640	21,605,746	21,894,160	22,569,440	23,001,760

Proposal H Forecast



	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Proposed	26/27 Forecast	27/28 Forecast	28/29 Forecast
Ending Fund Balance	66,353,437	75,217,020	75,409,000	46,307,000	19,761,610	(5,893,429)	(38,387,088)	(67,716,319)
Actual Revenue	209,794,000	217,131,000	236,666,000	241,699,000	252,082,000	260,939,000	262,939,000	271,925,000
Total Expenditures	202,054,000	213,324,000	235,215,000	270,801,000	278,627,390	286,594,039	295,432,659	301,254,231
Reserve Policy 8%	15,721,680	17,065,920	18,115,280	20,272,640	21,605,746	21,894,160	22,569,440	23,001,760

Budget Committee Recommendations

1. Proposal H for 2025-26
2. For 2026-27, start budget process early
3. Enlist feedback on potential reductions
4. Focus reductions outside of Special Education as possible
5. Focus on maintaining classroom behavior support as possible ²³
6. Preserve current class sizes as best as possible
7. Educate staff & community about exempt employee roles and responsibilities

Other Suggested Reviews

Positions	FY25 Funding	FY26 Funded	Reduction Amt
Family Resource Coordinators	Special Purpose - Title	4 FTE Reduced Classified	\$338,000
Title program staff (Buena Vista/Gilham)	Special Purpose - Title	4.5 FTE Reduced 2 Licensed, 2.5 Class	\$503,000
1st Grade Educational Assistants	Special Purpose - SIA	92 Hours Reduced Classified	\$563,200 ₂₄
Student Success Coord. at High Schools	Special Purpose - HSS	4 FTE Reduced Licensed	\$540,000
Library Staff (Media Specialists)	General	No reductions w/ Proposal H	\$0
MTSS Specialists	Special Purpose - SIA	1 FTE Reduced Licensed	\$135,000
Teacher Mentors for SPED	Special Purpose - SIA	1 FTE Reduced Licensed	\$135,000

Other Suggested Reviews

Positions	FY25 Funding	FY26 Funded	Reduction Amt
Adaptive PE	General Fund	0.35 FTE reduction IEP Reductions	\$47,250
Bilingual EAs	Special Purpose - SIA	Currently Reviewing	\$0
BBSA	General Fund	No reductions	\$0
Transportation	General Fund	No reductions	\$0 ²⁵
Nutrition Services	Special Purpose - Nutrition	1 FTE reduction MAPS Reduction	\$155,000

Next Steps

- Discussion amongst School Board
- Need direction to prepare a resolution for May 21st with appropriation levels by fund & function



ITEM FOR ACTION

Date of Meeting

May 07, 2025

Title

Adopt Resolution #2025-051 for Supplemental Budget No. 1, Making Appropriations for the 2024-25 Fiscal Year

Presenter

Matt Brown

Background

A supplemental budget is most often required when new appropriation authority is needed. Although a supplemental budget is usually associated with the expenditure of new appropriations and increased revenues, it can also be used for other purposes, such as when transferring appropriation authority to a function level category that does not exist in the adopted budget. The district must spend within these appropriation categories in each fund.

Supplemental budgets apply only through the end of the fiscal year in which they are adopted. Oregon Revised Statute (ORS) 294.471(1)(a) allows a school district to prepare a supplemental budget if one or more of the following circumstances exists:

- An occurrence or condition that was not known at the time the budget was prepared requires a change in financial planning.
- A pressing necessity creates a need for prompt action.
- Unexpected funds are made available by another unit of federal, state or local government.
- Proceeds from the involuntary destruction, involuntary conversion, or sale of property have necessitated the immediate purchase, construction or acquisition of different facilities to carry on operations.
- A sufficiently greater amount of ad valorem taxes than estimated are received during the fiscal year such that the difference will significantly affect the level of operations to be funded by those taxes in the current year.
- Available resources are reduced requiring the governing body to reduce appropriations.

Discussion

GENERAL FUND

New financial reporting guidelines require recognition of principal and interest payments related to certain leases and information technology subscriptions. In addition, capital outlay must be recognized for these related transactions that qualify as capital assets.

To properly record these transactions, the district must create Debt Service function level appropriations and Facilities Acquisition and Construction function level appropriations in each fund with these expenditure types.

This item transfers \$1,000,000 in appropriation authority to the Debt Service function level and \$700,000 in appropriation authority to the Facilities Acquisition and Construction function level, appropriation categories that do not exist in the adopted budget, while reducing appropriations in the Instruction function level by \$200,000 and in the Support Services function level by \$1,500,000 where these expenditures were originally budgeted.

SPECIAL REVENUE FUNDS

Expenditures related to leases and information technology subscriptions are budgeted in the Special Revenue Fund. To properly record these transactions in accordance to the new financial reporting guidelines, the district must create Debt Service function level appropriations and Facilities Acquisition and Construction function level appropriations.

This item transfers \$380,000 in appropriation authority to the Debt Service function level and \$600,000 in appropriation authority to the Facilities Acquisition and Construction function level, appropriation categories that do not exist in the adopted budget, while reducing appropriations in the Instruction function level by \$250,000, in the Support Services function level by \$160,000 and in the Enterprise and Community Service function level by \$570,000 where these expenditures were originally budgeted.

CAPITAL PROJECTS FUNDS

Expenditures related to leases and information technology subscriptions are budgeted in the Capital Projects Fund. In addition, capital needs for Nutrition Services have been identified for food transport operations. To properly record these transactions, the district must create Debt Service function level appropriations for leases and must also create Enterprise and Community Services function level appropriations for Nutrition Services capital purchases.

This item transfers \$50,000 in appropriation authority to the Debt Service function level and \$35,000 to the Enterprise and Community Service function level, appropriation categories that do not exist in the adopted budget, while reducing appropriations in the Support Services function level by \$85,000 where these expenditures were originally budgeted.

INTERNAL SERVICE FUNDS

Costs related to the district's liability insurance and health insurance have increased. This item recognizes a higher-than-expected ending fund balance from fiscal year 2023-24 and appropriates \$2,000,000 in the Support Services function level to cover these costs.

CUSTODIAL FUND

This item increases appropriations in the Enterprise and Community Service function level by \$100,000 to record scholarship payments and reduces \$100,000 in the Support Services function level.

Recommendation(s)

The superintendent recommends the Board adopt Resolution #2025-051, approving this supplemental budget, recognizing and appropriating additional resources, and authorizing spending as described to support district operations.



Resolution No. 2025-051

**SUPPLEMENTAL BUDGET #1
IN THE 2024-25 FISCAL YEAR**

The Board of Directors of Eugene School District 4J finds that Adopting the Supplemental Budget and Making Appropriations is necessary under ORS 294.471.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Eugene School District 4J, as follows:

That the Supplemental Budget No.1 for Eugene School District 4J, for the fiscal year beginning July 1, 2024, and ending June 30, 2025, as set forth below is hereby adopted.

That this Supplemental Budget is prepared in accordance with ORS 294.471(1)(a), which authorizes the formulation of a supplemental budget resulting from "an occurrence or condition that is not ascertained when preparing the original budget or a previous supplemental budget for the current year or current budget period and that requires a change in financial planning." This Supplemental Budget was published in accordance with ORS 294.471(3)(b).

That this resolution complies with ORS 294.471(4) and does not authorize an increase in the levy of property taxes above the amount published in the 2024-25 Adopted Budget for the fiscal year beginning July 1, 2024, and that the purposes shown below are hereby appropriated as follows:

	Adopted Budget Resolution #2025-01 June 5, 2024	Changes	As Revised May 07, 2025
<u>GENERAL FUND</u>			
Instruction	\$ 153,106,050	\$ (200,000)	\$ 152,906,050
Supporting Services	104,997,944	(1,500,000)	103,497,944
Enterprise and Community Services	549,360	-	549,360
Facilities Acquisition and Construction	-	700,000	700,000
Other Uses:			
Debt Service	-	1,000,000	1,000,000
Transfers of Funds	17,497,000	-	17,497,000
Operating Contingency	6,000,000	-	6,000,000
Total General Fund Appropriations	\$ 282,150,354	\$ -	\$ 282,150,354
Unappropriated Balance	16,706,647	-	16,706,647
Total General Fund Requirements	\$ 298,857,001	\$ -	\$ 298,857,001
	Adopted Budget Resolution #2025-01 June 5, 2024	Changes	As Revised May 07, 2025
<u>SPECIAL REVENUE FUNDS</u>			
Instruction	\$ 30,847,396	\$ (250,000)	\$ 30,597,396
Supporting Services	18,155,392	(160,000)	17,995,392
Enterprise and Community Services	14,111,920	(570,000)	13,541,920
Facilities Acquisition and Construction	-	600,000	600,000
Other Uses:			
Debt Service	-	380,000	380,000
Transfers of Funds	-	-	-
Operating Contingency	3,950,000	-	3,950,000
Total Special Revenue Funds Appropriations	\$ 67,064,708	\$ -	\$ 67,064,708
Unappropriated Balance	-	-	-
Total General Fund Requirements	\$ 67,064,708	\$ -	\$ 67,064,708

	Adopted Budget Resolution #2025-01 June 5, 2024	Changes	As Revised May 07, 2025
<u>CAPITAL PROJECTS FUND</u>			
Instruction	\$ 2,825,270	\$ -	\$ 2,825,270
Supporting Services	18,171,098	(85,000)	18,086,098
Enterprise and Community Services	-	35,000	35,000
Facilities Acquisition and Construction	98,319,285	-	98,319,285
Other Uses:			
Debt Service	-	50,000	50,000
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total Capital Projects Funds Appropriations	\$ 119,315,653	\$ -	\$ 119,315,653
Unappropriated Balance	10,000,000	-	10,000,000
Total General Fund Requirements	<u>\$ 129,315,653</u>	<u>\$ -</u>	<u>\$ 129,315,653</u>

	Adopted Budget Resolution #2025-01 June 5, 2024	Changes	As Revised May 07, 2025
<u>INTERNAL SERVICE FUNDS</u>			
Instruction	\$ -	\$ -	\$ -
Supporting Services	42,064,400	2,000,000	44,064,400
Enterprise and Community Services	-	-	-
Facilities Acquisition and Construction	-	-	-
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total Internal Service Funds Appropriations	\$ 42,064,400	\$ 2,000,000	\$ 44,064,400
Unappropriated Balance	8,315,300	-	8,315,300
Total General Fund Requirements	<u>\$ 50,379,700</u>	<u>\$ 2,000,000</u>	<u>\$ 52,379,700</u>

	Adopted Budget Resolution #2025-01 June 5, 2024	Changes	As Revised May 07, 2025
<u>CUSTODIAL FUND</u>			
Instruction	\$ 119,108	\$ -	\$ 119,108
Supporting Services	108,103	(100,000)	8,103
Enterprise and Community Services	-	100,000	100,000
Facilities Acquisition and Construction	-	-	-
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total Custodial Fund Appropriations	\$ 227,211	\$ -	\$ 227,211
Unappropriated Balance	-	-	-
Total General Fund Requirements	<u>\$ 227,211</u>	<u>\$ -</u>	<u>\$ 227,211</u>

The foregoing resolution adopted this 7th day of May, 2025.

CLERK

CHAIR OF THE BOARD



ITEM FOR ACTION (Second Read)

Date of Meeting

May 7, 2025

Title

Adopt Policy EBC – Emergency Plan and First Aid** and *delete* Policy EBC/EBCA – Emergency Procedures and Disaster Plans

Presenter

Jen Bills, Director of School Safety and Emergency Management

Background:

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill. The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)).

The Oregon School Board Association (OSBA) recommends the Board adopt this new policy EBC – Emergency Plan and First Aid** and delete existing policy EBC/EBCA – Emergency Procedures and Disaster Plans.

Policy EBC – Emergency Plan and First Aid** is the third policy in series of policies recommend for revisions. At the March 5, 2025 meeting, the Board approved revisions to Policy EBCA – Safety Threats** and Policy EBCB – Emergency Procedure Drills and Instruction.

Summary:

Policy EBC – Emergency Plan and First Aid** was reviewed with the Policy Work Group on February 19, 2024 where content experts Jen Bills, Director of School Safety and Emergency Management and Joy Maxwell, Student Health Services Supervisor shared the proposed revisions and provided information on current practice.

Staff respectfully ask that the Board **adopt** Policy EBC and **delete** Policy EBC/EBCA.

Code: EBC
Adopted: XX/XX/XX

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to adopt Policy EBC – Emergency Plan and First Aid. 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** to EBC – Emergency Plan and First Aid** and **delete** Policy EBC/EBCA – Emergency Procedures and Disaster Plans.

Eugene School District 4J

Code: EBC
Adopted: XX/XX/XX

Emergency Plan and First Aid**

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

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

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

<u>ORS 30.800</u>	<u>ORAR 437-002-0042</u>	<u>ORAR 581-022-2220</u>
<u>ORS 192.660(2)(k)</u>	<u>ORAR 437-002-0120 - 0139</u>	<u>ORAR 581-022-2225</u>
<u>ORS 332.107</u>	<u>ORAR 437-002-0161</u>	<u>ORAR 581-053-0003(40)</u>
<u>ORS 433.260</u>	<u>ORAR 437-002-0360</u>	<u>ORAR 581-053-0220(3)(e)(B)(iii)</u>
<u>ORS 433.441</u>	<u>ORAR 437-002-0377</u>	<u>ORAR 581-053-0320(5)(b)</u>
	<u>ORAR 581-022-2030(3)(c)</u>	<u>ORAR 581-053-0420(2)(f)(B)</u>

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

Eugene School District 4J

Code: EBC/EBCA
Adopted: 6/17/20
Orig. Code: EBC/EBCA

Emergency Procedures and Disaster Plans

See NEW Policy EBC

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long-term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students and parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;

12. ~~Business operations plan for offsite operation or alternative measures.~~

~~END OF POLICY~~

~~Legal Reference(s):~~

~~[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)~~

~~[ORS 433.441](#)~~

~~[OAR 437-002-0161](#)~~

~~[OAR 581-022-2030\(3\)\(e\)](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)~~

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ITEM FOR ACTION (Second Read)

Date of Meeting:

May 7, 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's 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 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 336.615 to -336.665](#)

[ORS 339.030](#)
[ORS 339.250](#)
[ORS 433.008](#)
[ORS 433.045](#)
[OAR 333-018-0000](#)

[OAR 333-018-0005](#)
[OAR 581-022-2060](#)
[OAR 581-022-2220](#)

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 (Second Read)

Date of Meeting

May 7, 2025

Title

Approve revisions to Policy GBEA – Workplace Harassment

Presenters

Christine Nesbit, General Counsel

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.

Policy GBEA – Workplace Harassment was last updated in 2022.

Summary:

It has become necessary to make some changes to Policy GBEA for two reasons.

The primary change is to add clarity to the section of the policy relating to agreements with employees containing nondisparagement, nondisclosure, or other provisions that have the purpose or effect of preventing the employee from disclosing or discussing workplace harassment. Generally, such provisions are illegal, but they are permitted when the employee who has made the allegation of workplace harassment voluntarily requests.

The other change is to clarify that when a board member is found to be in violation of the workplace harassment policy, the Board will determine the sanctions.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or, **where a board member is the responding party**, the Board.

Policy GBEA was most recently revised in 2022.

Code:	GBEA
Adopted:	12/14/22
Revised/Readopted	XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;
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Options and Alternatives:

The Board may choose to adopt Policy GBEA – Workplace Harassment or the Board may wish to direct staff to make revisions to the proposed policy.

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 revisions to Policy GBEA – Workplace Harassment.

Eugene School District 4J

Code: GBEA
Adopted: 12/14/22; XX/XX/XX

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a the district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated. Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a non-disclosure² or non-disparagement³ agreement.

The district may not enter into an agreement with an a former, current employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-

¹ "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

related event that is off district premises and coordinated by or through the district, or **that occurred** between a district employee and **the district employer** off district premises.

The district may enter into a settlement **or agreement**, separation **or severance** agreement that includes one or more of the following provisions only when **the employee alleging a district employee claiming to be aggrieved by workplace harassment voluntarily requests their inclusion to enter into the agreement:**

- 1) A nondisclosure or nondisparagement provision **or other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment;**
- 2) A provision that prevents **the disclosure of the amount of or fact of any settlement factual information relating to the claim of workplace harassment;** or
- 3) A no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it, **and may not be effective until after the revocation period has expired.**

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph, **with that employee.**

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or, **where a board member is the responding party,** the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 659A.029](#)

[ORS 659A.820](#)

[ORS 243.317 - 243.323](#)

[ORS 659A.030](#)

[ORS 659A.875](#)

[ORS 659A.001](#)

[ORS 659A.082](#)

[ORS 659A.885](#)

[ORS 659A.003](#)

[ORS 659A.112](#)

[OAR 584-020-0040](#)

[ORS 659A.006](#)

[ORS 659A.370](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

ACB - Hate Symbols and Bias Incidents

GBA - Equal Employment Opportunity



ITEM FOR ACTION (Second Read)

Date of Meeting

May 7, 2025

Title

Approve revisions to Policy KBA – Public Records**

Presenter

Christine Nesbit, General Counsel

Background:

To foster transparency and provide an accurate accounting of how the district carries out the public’s business, staff are to ensure that district records be disclosed courteously and consistent with state and federal law.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law. “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.

There have been some minor changes to the definition of public records under [ORS 192.005](#), which describes any information generated by the school in course of business “necessary to satisfy the legal, administrative, fiscal, tribal cultural or historical policies, requirements or needs of the state agency or political subdivision.” (ORS 192.005 (5) as amended by House Bill 2112 (2023)) Other changes made in ORS 192, specifically [ORS 192.050](#) include updating terminology to how terms are used in today’s public operations, e.g., analog or digital audio and video tape technology changing to *audio or video technology or audio recording and video recording*. Additionally, in [ORS 192.060](#), any records made under ORS 192.040 and 192.050 “*shall be properly indexed and filed so as to facilitate access and retrieval.*” (ORS 192.060 as amended by [House Bill 2112](#) (2023))

Summary:

The revisions to Policy KBA-Public Records align closely to the revisions recommended by the Oregon School Board Association (OSBA), including its legal counsel. These proposed revisions have been reviewed by 4J General Counsel and discussed with the Policy Work Group.

Code: KBA
Adopted: 12/19/18
Revised/Readopted: ~~XX/XX/XX~~

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to accept proposed revisions to Policy KBA – Public Records. 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 Policy KBA – Public Records

Eugene School District 4J

Code: KBA
Adopted: 12/19/18; XX/XX/XX

Public Records**

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, Transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.~~

To foster transparency and provide an accurate accounting of how the district carries out the public’s business, it is the intent of the Board that district records should be disclosed courteously and consistent with state and federal law.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the ~~superintendent’s~~ districts public records office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.²

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school’s community informed about the school’s program and activities.

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~No records will be released for inspection by the public or any unauthorized persons either by the superintendent or any other person designated as a custodian for district records if such disclosure would be contrary to the public interest, as described in state law.~~

The Board ~~reserves~~ ~~directs~~ the ~~right~~ ~~superintendent~~ to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer ~~personal residential~~ addresses, ~~personal~~ electronic and mail address, (~~other than district electronic mail addresses assigned by the district to district employees~~), social security numbers, dates of birth ~~and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt~~, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute ORS 192.363-369 455 and ORS 192.355 502(3)~~. ~~District electronic mail addresses assigned~~ Such information may be released only upon the ~~written request of the employee or volunteer or as otherwise provided by the district to district employees are not exempt law~~. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

[ORS Chapter 192](#)

[OAR 166-005-0010](#)

[SB 481 \(2017\)](#)

[HB 3464 \(2017\)](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.

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

[Bialostosky v. Cummings](#), 319 Or. App. 352 (2022).



ITEM FOR ACTION (Second Read)

Date of Meeting

May 7, 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 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.

At the April 23, 2025, Board Meeting, Policy EFA was presented on the meeting agenda as an Item For Action At A Future Meeting (First Read). During the policy review, board members discussed the parameters around using physical activity (i.e., recess, classroom physical activity breaks, and physical education) as either a reward or a punishment. The Board requested that staff develop policy language that addressed “access for all students and carefully choosing the wording so that we do not ostracize any student.”

Proposed policy language now includes *“We are committed to ensuring equitable access to physical activity for all students. Therefore, participation in physical activity will neither be withheld or assigned as a disciplinary measure, nor will it be offered as a reward. Our goal is for all students to benefit from regular physical activity as a standard part of their well-being.”*

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 EFA 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: 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}

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](#).}

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.

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

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.}

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.

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. Food shall not be used as a reward, nor shall it be withheld as a form of punishment for student behavior or academic performance. Instead, staff are encouraged to use non-food alternatives to recognize and reward student achievement and conduct. This information will be conveyed to staff and parents.

Fund Raising

Foods and beverages provided or sold through fundraisers on school campuses during the school day must meet or exceed the nutrition standards established by the USDA and the Oregon Smart Snacks Standards. Fundraising activities must not interfere with the School Breakfast Program or the National School Lunch Program.

If a fundraiser involves food or beverages that do not meet these nutrition standards, those items must not be intended for student consumption during the school day.

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

All fundraiser requests must be submitted to the school principal for approval prior to beginning the activity.

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:

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}

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.}

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. We are committed to ensuring equitable access to physical activity for all students. Therefore, participation in physical activity will neither be withheld or assigned as a disciplinary measure, nor will it be offered as a reward. Our goal is for all students to benefit from regular physical activity as a standard part of their well-being.
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 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;

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.}

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

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

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.

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.

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](#)

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

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



ITEM FOR ACTION (Second Read)

Date of Meeting

May 5, 2025

Title

Approve Policy JGA – Corporal Punishment

Presenter

Larry Williams, Assistant Superintendent for Instruction and Access

Background:

A change to [ORS 161.205](#) on issues of corporal punishment was put into effect by Senate Bill 577. The procedures for responding to an incident of restraint or seclusion are found in [ORS 339.294](#) and were amended by [Senate Bill 1024](#) (2023; see Section 3 which begins on page 5 of the SB). These amended procedures are also represented in the changes to policy JGAB – Use of Restraint or Seclusion ([Link](#)), which the board approved on January 15, 2025.

Policy language states:

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

There are several changes to highlight of which two are:

- Addition of immediate notice to the parent or guardian of any existing record, including audio or video, of the incident (which will be preserved in the original format without alternation), and
- Such record shall be reviewed at the debriefing meeting, to which parents shall be invited.

Additional information regarding the preservation and disclosure of such records, which have record retention and disclosure implications, are outlined in the new SB, subsection 9 and 10.

Summary:

The district’s responsibility is to update the current board policies and comply with the new procedural requirements.

Staff respectfully ask that the Board approve the revisions made to Policy JGA – Corporal Punishment.

Code:	JGA
Adopted:	5/01/14
Revised/Readopted:	11/28/28; 9/01/21; XX/XX/XX
Orig. Code:	JGA

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 JGA – Corporal Punishment. 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 Policy JGA – Corporal Punishment.

Eugene School District 4J

Code: JGA
Adopted: 5/07/14
Revised/Readopted: 11/28/18; 9/01/21; ~~XX/XX/XX~~
Orig. Code: JGA

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited **in the district**. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain. **Corporal punishment does not include the use of physical force authorized in ORS 161.205 (2), (4) or (5) for the reasons specified therein, or physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a student.**

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

While engaged in school sanctioned activities, ~~A~~ a parent or legal guardian of a minor child may use reasonable physical force upon the minor child when and to the extent the person reasonably believes the physical force is necessary to maintain discipline or promote the welfare of the minor child, unless the physical force constitutes abuse as defined in ORS 418.257 or 419B.005.

A staff member is authorized to employ reasonable physical force upon a student only ~~when and~~ to the extent that the application of physical force is consistent with ORS 339.285 - 339.303 and **is not corporal punishment as defined in ORS 339.250(9).** ~~board policy JGAB Use of Restraint or Seclusion.~~ Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent **or designee** shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 – 0075](#)

[OAR 584-020-0040](#)



ITEM FOR ACTION (Second Read)

Date of Meeting

May 7, 2025

Title

Approve 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 (Second Read)

Date of Meeting

May 7, 2025

Title

Approve revisions to Board Policy BDDH – Public Comments at Board Meetings

Presenter

Colt Gill, Interim Superintendent

Background:

The proposed revisions to Board Policy BDDH Public Comment at Board Meetings has been placed on the agenda as an Item For Action (Second Read).

The Board reviewed proposed revisions to Policy BDDH at their April 16, Board Meeting. At that meeting, Board Members shared suggestions to clarify the language in policy in the following numbered sections:

#2. In addition to signing to provide public comment via an online form, the board wanted to continue the practice of being able to contact the superintendent's office via phone and requesting to speak at the next board meeting.

Policy Language:

A person wishing to provide public comment at a board meeting, should submit a request form online by a deadline set by the district administration 48 hours before the meeting. Request forms can be accessed on the district website via this ([Link to district website](#)) or by contacting the Superintendent's office.

#5. Clarification regarding how the Board would determine if and when to consider extra time allotted to public comment. Because the law requires the same access for online attendees as it does for in-person attendees, consideration for how to account for the number of community members wishing to make public comment, needs to allow for both online and in-person speakers.

In section #2, policy language states that completing an online request form OR contacting the Superintendent's office 48 hours prior to the meeting is the timeline required to ensure all requests are received.

The Board chair would be informed prior to the meeting the number of requests to speak that have been received. The Board chair may ask the whole board to consider adding extra time public comment to accommodate a large number of requests.

Policy Language:

*A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair **may ask the whole board to consider extra time** ~~has discretion to waive time limits~~ or extend the overall time allotted for public comment **in consideration of the number of people wishing to make public comment**. Additional time will be allocated in a fair and equitable manner across all speakers, giving each an equivalent amount of time. Time limits **may** ~~will~~ be determined based on the number of commenters and the amount of time available for public comment. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.*

Summary:

Board Meeting Participation & Public Comment: Although board meetings are held in public, *they are not meetings of the public*. The laws governing boards of education require their work be done where the public can observe their actions.

Members of the school board are elected officials entrusted with governing the community's schools. The role of the school board is to ensure that the district is responsive to the values, beliefs and priorities of the community they serve.

The Board may allow public comment at the regular board meeting, but is not legally required to do so.

The Eugene School District 4J Board of Directors has long held the tradition of providing public comment time at their regular board meetings. Receiving comments from the community helps to inform the Board in their deliberations and decision making process. The Board receives and listens to comments from the public, however, the Board does not engage in conversation with members of the public during the course of their board meeting and public comment time.

The COVID 19 pandemic required local elected officials and public bodies to assess how to provide access to public meetings while adhering to local health guidelines. While the Eugene School District 4J Board of Directors has historically included live radio broadcast on KRVM Radio, and provided live stream as part of their board meetings, video access via Zoom webinars was added during the 2020-21 school year. The district website provides information about scheduled board meetings, how to attend board meetings and how to sign up to give public comments. ([Link to district website](#))

House Bill 2560 (2021) updated law governing public attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.

The Oregon School Board Association ([OSBA](#)) provides resources, trainings and guidance to school boards across the state of Oregon. Public Meetings Law is one of the areas that OSBA offers annual training to board members and district leadership. OSBA works closely with the Oregon Government Ethics Commission, Oregon Attorney General's Office, Oregon Legislature and the Oregon Department of Education. A one-page document provided by OSBA entitled Public Comments at Board Meetings has been attached to this agenda item for reference. In addition, the following links can be a resource for useful information regarding rules for public meetings.

- [Oregon Administrative Rules Chapter 199, Division 50 – Public Meetings Law](#)
- [Oregon Government Ethics Commission – Public Meetings Law](#)
- [Oregon Attorney General’s Public Records and Meetings Manual 2024](#)

OSBA also provides guidance for policy updates. OSBA considers Policy BDDH – Public Comments at Board Meetings a “*Highly Recommended*” policy and the Board is encouraged to review and approve the proposed recommended changes.

Code: BDDH
Adopted: 10/03/18
Orig. Code: BBAA

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 BDDH – Public Comment at Board Meetings

Eugene School District 4J

Code: BDDH
Adopted: 10/03/18; XX/XX/XX
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the programs and operation of the district. ~~Members of~~ The public ~~also are encouraged to share their ideas and opinions with the Board when appropriate~~ has a right to attend public meetings held in open session. The Board welcomes and encourages the members of the public, including students, staff, families, and community, to share comments, ideas and opinions with the Board during designated times on the agenda.

The Board may conduct meetings without public comment. Oregon's public meeting law is not a public participation law. However, the Board deeply appreciates public input to improve the district's efforts on behalf of students and staff. While the Board will not typically engage in deliberations or answer questions of the public while in session, the Board directors consider all input in their decision making.

~~It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others.~~ Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. ~~Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services~~ Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

~~Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.~~

Audience

~~During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designation portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.~~

Request for an Item on the Agenda

~~A member of the public may request an item for the superintendent's consideration for the agenda of a regular Board meeting.~~

Procedures for Public Comment at Meetings **Procedures for Oral Public Comment**

~~The Board will establish procedures for public comment in open meetings~~ establishes the following procedures for public comment at regular meetings held in open session. ~~The purpose of these~~

~~procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. Information will be easily accessible and available to all patrons attending accessing or attending a public such a Board meeting.~~

1. ~~Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.~~ Public comment is limited to its designated place on the agenda as time allows for that agenda item.
2. A person wishing to provide public comment at a board meeting, should submit a request form online by a deadline set by the district administration 48 hours before the meeting. Request forms can be accessed on the district website via this ([Link to district website](#)) or by contacting the Superintendent's office. Public comment, like meeting attendance, is available either virtually or in person. Up to 10 community members will be scheduled to provide public comment at each meeting, with a 3-minute time limit per speaker. If more than 10 people request to speak, priority will be given to residents who did not provide public comment during the previous two meetings, then the selection of speakers will be determined randomly.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on an agenda item or other topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with comments for a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. Prior to the meeting the Board chair may extend the overall time allotted for public comment in consideration of the number of people wishing to provide comment. Prior to the public comment agenda item, the Board chair, without objection from the Board, may consistently adjust time limits for all individual speakers. Any additional time will be allocated in a fair and equitable manner across all speakers, giving each an equivalent amount of time. Time limits may will be determined based on the number of commenters and the amount of time available for public comment. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
6. Comments and inquiries from the public during the designated portion of the agenda are taken into consideration by all Board directors, but will not typically be responded to by the Board chair or other directors. Inquiries may be referred to the superintendent for reply at a later date.
7. The Board will not typically hear public comment at Board work sessions. However, on occasion the Board may seek public comment on a specific topic of a work session agenda.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to board@4j.lane.edu. Materials or comments submitted at least 48 hours in

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting.

All oral and written public comment will be considered by the Board. The Board Chair or designee may acknowledge written comments, however the Board generally does not respond directly to the public comments and cannot deliberate with the public.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective comments or criticism about district operations and programs. For complaints about individuals, the district has a board policy (KL-Public Complaints) and complaint process. A commendation involving a staff member should be sent to the superintendent's office.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 192.610 - 192.690](#)

[ORS 332.107](#)

[ORS 165.540](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

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

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).



Public Comments at Board Meetings

Although Board meetings are held in public, they are not meetings of the public. The board may allow public comment and questions during the meeting but is not legally required to do so.

Best Practices:

- Establish a set time for public comments; for example, the first 10 minutes of every regular meeting (as opposed to special meetings/work sessions). Be consistent in having this on the agenda for every meeting.
- List public comment on the agenda.
- Keep a sign in sheet of speakers. Ask all speakers to sign in. The sign in list is then given to the board chair to call speakers in order of sign up. Alternatively, the chair may group speakers by topic.
- Remind all speakers at the beginning of the public comment period that all comments are expected to be respectful and directed to the board as a whole.
- If the speaker begins to complain about a district employee, the chair should immediately stop the speaker and remind them that such comments are not appropriate and should be addressed through the district's normal complaint process. If the speaker persists, the chair should end their period of comment.
- Set a time limit per speaker; perhaps 3 minutes per individual. Keep time and enforce consistently.
- Decide in advance whether speakers can concede their time to another.
- Board members should not respond to public comments. This is a time for members of the public to express their views.
- Post the district's guidelines for public comment on the district website.

Sample Public Comment Guidelines (District website or printed)

PUBLIC COMMENT SIGN UP (SAMPLE 1)

Public Comment time provides an opportunity for constituents to address the ____ Public Schools Board of Education. We encourage public comments at business meetings and ask that you respectfully follow the meeting guidelines below:

- Public Comment occurs from 5:30 to 6:15 p.m. at the beginning of monthly Board business meetings, which occur on the second Tuesday of each month.
- Each person who signs up to speak should arrive at approximately 5:20 PM.
- During the 45-minute Public Comment period, each registered speaker will have up to 3 minutes in which to address the Board.

- Up to 5 people can register to speak on a specific topic, which allows a diversity of opinions to be presented while being mindful of time. If a large group of people wishes to come to discuss a specific topic, please designate one person to sign up and speak.
- If you have hand-outs or materials for the Board, please present them to the Board's Executive Assistant who will distribute them to the Board members after the meeting.
- Members of the public should remain seated during comments and not approach the dais.
- The Board Chair has full discretion over the Public Comment period, including the ability to manage speaking time to allow for additional comments.

No inappropriate comments or behavior will be tolerated. Inappropriate behavior is defined as attempting to engage individual board members in conversation, insults, obscenities or profanity, attacks against any person in their personal capacity, and/or physical violence or threat thereof.

PUBLIC COMMENT AT BOARD MEETINGS (SAMPLE 2)

Guidelines for communicating with the school board during public comment sessions.

The board generally meets on Monday twice a month, except for the month of July. The meeting calendar is provided to local newspapers. They are held at _____. Public comment periods are held only during the first meeting of each month. That meeting begins at 7:00 p.m.

Tips on preparing to speak to the board:

Your goal for providing a comment should be to raise a specific topic or issue with the school board. Their goal is to listen and learn from the community. They will not respond to testimony that evening. If you would like to speak before the school board, please follow these guidelines:

- Try to resolve any issues with teachers, school principals, or other district personnel before bringing the issue to the board.
- Recognize that the board does not discuss personnel matters at board meetings. Do your homework and understand the basic facts of the issue before addressing the board.
- Prepare an outline of your testimony so that it is well organized and avoids repetition.
- Plan to keep your remarks to three minutes.

Process at the meeting

- Members of the community who wish to speak to the board during the public comment period should sign up before the meeting starts. A sign-up sheet is available at the front-left of the boardroom, usually by 6:45 p.m.
- Please print your name and complete address legibly on the sign-up sheet.
- Pick up an agenda to learn when the public comment period will take place. Listen for any changes in the agenda announced by the board president.
- When the board is ready, the chair will refer to the sign-up sheet and call out the names.
- If a number of people are signed up to speak on the same topic, the board limits the time devoted to a single topic to XX minutes.

Addressing the board

When your name is called, approach the podium. Speak into the microphone, giving your full name and the school attendance area where you live for the record.

Please limit your comments to three minutes.

Be respectful of the board when speaking.

Be ready to respond to questions from the board if asked.

Address your testimony to the board members, not the audience.

Do not address questions to the board. The board's goal for the public comment period is to hear your concerns, comments and opinions.

Example Script for the Chair

The chair should read a passage such as this at the beginning of the public comment period to explain the procedure and establish the expectations of the board:

“Public Comment time provides an opportunity for constituents to address the Acme Public Schools Board of Education. The board has set aside 30 minutes for public comment. The chair will call on individuals who have signed up to provide comment. When your name is called, be seated at the desk and state your name and community of residence for the record. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel. Copies of the district complaint Policy KL will be provided on request. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed. Defamatory or abusive remarks are always out of order. The Board Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.”



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 7, 2025

Title

Resolution #2025-05: Affirming the Rights, Inclusion, and Success of Students with Disabilities

Presenters

Carmen Xiomara Urbina, Chief of Staff
Kat Lange, Assistant Superintendent of Student Support Services/Well-Being
Seth Pfaefflin, Student Services Director
Joel Lavin, Student Services Administrator

Background / Summary

At the request of the Board of Directors, district staff developed a comprehensive resolution affirming Eugene School District 4J's deep and enduring commitment to equity, accessibility, and inclusion for students with disabilities. This resolution will serve as a foundational driver for the district's Special Education Strategic Plan and align with the broader District Strategic Action Plan.

The resolution acknowledges the history of ableism and exclusion, affirms the civil rights of students with disabilities, and outlines clear principles and expectations to guide systemic improvement. It is grounded in the legal protections provided by IDEA, Section 504, and the ADA, while also addressing the moral imperative to create inclusive schools where all students feel seen, valued, and supported.

To inform the resolution's development, district leadership hosted a series of **Kitchen Table Conversations (KTCs)** and listening sessions to center the voices of those most impacted. Input was collected from a wide range of stakeholders:

- **Students (NEHS)** – Mid-April 2025: 9th, 11th, and 12th grade students participated alongside the Neurodiversity Affinity Coordinator and Affinity Advisor.
- **Special Education Parent Advisory Council (SEPAC)** – March 4, 2025: Parents of 4J students with disabilities shared insights and priorities.
- **Superintendent's Leadership Council (SLC)** – March 20, 2025: Cross-departmental

district leaders reflected on system-level challenges and goals.

- **Special Education Staff** – April 3, 2025: Licensed specialists and educators (e.g., OTs, PTs, SLPs, case managers, inclusion advisor) participated.

- **Community Partners** – April 30, 2025: Organizations including Direction Services, Arc of Lane County, Bridgeway House, LBL ESD, Lane ESD, and UO’s Community Advocacy Council provided critical feedback and partnership perspectives.

The resolution integrates these contributions and emphasizes the shared responsibility of all staff in advancing inclusive practices across all educational settings and school models. It also reaffirms the importance of collaboration, investment, professional learning, student empowerment, and ongoing accountability.

Following the first reading on May 7 and the Board discussion, the draft will be returned to SEPAC and staff for final refinements. The resolution will then return to the Board for a second reading and approval on **May 21, 2025**.

Requested Board Action

This item is presented as a **first-read and discussion**. No formal vote is required at this time. Staff respectfully request Board feedback, clarifications, and suggestions to strengthen the resolution prior to the final read and adoption scheduled for May 21, 2025.



Resolution #2025-05
Affirming the Rights, Inclusion, and Success of Students with Disabilities

Preamble

The Eugene School District 4J Board of Directors declares with heartfelt conviction its unwavering commitment to ensuring that every student, across the full spectrum of ability, experiences the dignity, care, and opportunity they deserve. We affirm that our schools must be spaces where all students feel seen, valued, supported, and loved as they continue their education and build lives of purpose and independence.

We believe that students with disabilities bring powerful strengths, diverse capabilities, and perspectives that enrich our learning environments. They contribute to the collective independence and potential of our schools. Their success is a measure of our collective success and a reflection of our commitment to equity, inclusion, and accessibility.

This resolution is grounded in the legal and moral imperatives established by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Oregon’s Employment First policy. It also acknowledges the painful legacy of ableism and exclusion that many students and people with disabilities have experienced. It firmly rejects all forms of hate, hate speech, discrimination, and marginalization on the basis of disability.

This work requires the collective dedication of our entire educational village. Creating truly inclusive schools is not the responsibility of one person or one role—it is a shared commitment. For this resolution, “staff” refers to all members of our school community—including classified staff, bus drivers, nutrition services, technology teams, instructional support, licensed educators, and administrators—whose daily efforts help build welcoming, affirming, and equitable environments where every student can thrive.

This resolution is a living document—rooted in research, enriched by evolving insight, and strengthened through ongoing dialogue with students, families, educators, and disability advocates. It will be continually reviewed and updated to reflect new knowledge, uphold accountability, and ensure our actions align with our values.

Resolution

WHEREAS, the Eugene School District 4J Board of Directors recognizes the inherent dignity, worth, and potential of all students and affirms its commitment to providing an inclusive, supportive, and equitable learning environment for students with disabilities;

WHEREAS, the Board believes that children with disabilities have big dreams, capabilities, and aspirations, and with our collective support, they can reach their full potential;

WHEREAS, the Board recognizes that students with disabilities have a rightful and meaningful place in every school environment and all school-sponsored activities; and acknowledges the painful history in which students with disabilities were wrongly deemed uneducable and systematically excluded from public education in the United States. For too long, they have faced marginalization, exclusion, and harm within our institutions and communities. The Board commits to advancing policies and practices that uphold and affirm the civil rights, humanity, and full participation of students with disabilities.

WHEREAS, the Board affirms that inclusion is a civil right protected by federal law, and that each and every student with a disability has the right to a free and appropriate public education in the Least Restrictive Environment (LRE); inclusion means learning alongside peers with the supports and services necessary to succeed. The Board recognizes that this right is not yet consistently realized, and that meaningful inclusion must be intentionally and actively supported at every level of the educational system.

WHEREAS, the Board explicitly condemns ableism and hateful language directed at people with disabilities, and affirms that hate speech, bias, and exclusionary practices have no place in our schools. The Board calls on district leadership to ensure that such harm is addressed through clear, consistent, and just practices that center the safety, dignity, and well-being of students with disabilities, and that responses prioritize accountability, learning, repair, and the cultivation of inclusive school communities.

WHEREAS, the Board affirms the District's commitment to implementing both Individualized Education Plans (IEPs) and 504 Plans, ensuring that students with disabilities—including those with temporary, chronic, or multiple disabilities—receive the accommodations, modifications, and supports to which they are entitled under law; this commitment also includes identifying and supporting students who may not yet be formally identified but are exhibiting signs of need, through early and appropriate intervention;

WHEREAS, the Board recognizes that neither the federal or state government fully fund the implementation of legally required supports and education for students with disabilities. The District is committed to partnering with advocates, students, families, and partners in advocating and lobbying state and federal legislators to fully fund schools to provide full inclusion and access all available supports and personnel to execute IEPs and 504 plans fully;

WHEREAS, the Board recognizes that students with disabilities often experience intersectional barriers related to race, gender, sexual orientation, socioeconomic status, immigration status, language, and mental or physical health, many of which are protected classes under law. These overlapping identities can intensify exclusion and marginalization, delay access to services, and deepen inequities in educational opportunity. The District is committed to addressing these disparities through inclusive practices, policies, and support systems rooted in equity and justice.

WHEREAS, the Board acknowledges that students in foster care and those experiencing housing instability face unique and compounded challenges to identification, access, and consistent support, particularly when intersecting with disability. The District affirms its responsibility to ensure that these students are not overlooked and that systems are in place to identify and meet their needs with urgency and care.

WHEREAS, the Board affirms that inclusive education benefits all students, not just those with disabilities. When students learn in environments that embrace diversity and difference, they develop greater empathy, strengthen their collaboration skills, and gain a deeper appreciation for the full spectrum of human experience and thought.

WHEREAS, the District recognizes the long-standing disproportionate use of exclusionary discipline on students with disabilities and commits to reducing and ultimately eliminating such practices in favor of inclusive, restorative, and supportive responses;

WHEREAS, Oregon is an Employment First state, the Board affirms that competitive integrated employment is a right and opportunity for all individuals with disabilities, supported by early and sustained transition planning;

WHEREAS, the Board affirms the value of strong community partnerships—including but not limited to EC Cares, Direction Service, The Arc of Lane County, Lane County Developmental Disabilities Services, Connected Lane County, and Vocational Rehabilitation—and commits the District to improving staff awareness, collaboration, and timely referrals to these services to support students with disabilities and their families better;

WHEREAS, the Board acknowledges that students with disabilities represent a broad and diverse population whose needs, strengths, and experiences vary greatly. This includes, but is not limited to:

- **Neurodivergent disabilities**, such as Autism Spectrum Disorder (ASD), ADHD, Dyslexia, and other learning differences;
- **Physical disabilities**, including Cerebral Palsy, Muscular Dystrophy, and Spinal Cord Injuries;

- **Sensory disabilities**, such as Blindness, Low Vision, Deafness, and being Hard of Hearing;
- **Cognitive and intellectual disabilities**, including Down Syndrome, Traumatic Brain Injury (TBI), and other developmental or intellectual disabilities;
- **Emotional and behavioral disabilities**, such as Anxiety, Depression, Post-Traumatic Stress Disorder (PTSD), and other mental health conditions that impact learning;
- **Medical conditions**, both chronic and temporary, that significantly affect a student's access to or participation in education;
- **Speech or Language Impairments**, such as speech sound disorders, fluency disorders, language disorders, social communication disorders, and cognitive-communication disorders that impact how a child understands and uses speech and language;
- **Multiple disabilities**, where students may experience overlapping conditions that require individualized and coordinated supports.

WHEREAS, the Board recognizes that segregated “Life Skills” programs, while designed to support the complex and individualized needs of students with significant disabilities, have sometimes limited access to inclusive learning opportunities. The Board affirms its commitment to ensuring that the level of service and learning environment is determined by the unique strengths and needs of each student. In alignment with federal Least Restrictive Environment (LRE) requirements, the Board supports embedding functional and transition-related instruction within general education settings to the greatest extent appropriate. The Board further expects that services provided in separate settings, particularly in early grades, be subject to ongoing, rigorous review to ensure they reflect students’ rights, evolving needs, and opportunities for meaningful inclusion.

WHEREAS, the Board believes that a truly inclusive school community must reflect the diversity of the students and families it serves. It affirms the District’s responsibility to foster a workforce that includes individuals with disabilities across all departments—including educators, classified staff, nutrition services, transportation, and technology. The Board supports intentional efforts to remove barriers to recruitment, hiring, and retention so that individuals with disabilities have meaningful opportunities to contribute, lead, and belong within our schools.

NOW, THEREFORE, BE IT RESOLVED that the Eugene School District 4J Board of Directors affirms its commitment to the inclusion, dignity, and success of students with disabilities. The Board directs the Superintendent and district leadership to ensure that the following principles and actions are embedded in policy, practice, and culture across all schools and departments:

Promoting Equity, Inclusion, and Accessibility

- Inclusive practices must be foundational to how we design schools, structure daily operations, and approach professional learning. The Board directs district leadership to ensure these practices are embedded in all core planning efforts from the outset, reflecting our shared values of equity, belonging, and access.
- Universal Design for Learning (UDL) should guide instructional planning and professional development across the district. By integrating UDL principles, educators can remove barriers and create multiple pathways for all students to engage meaningfully in learning.
- Students with disabilities must have equitable access to electives, extracurriculars, enrichment activities, and opportunities for peer interaction. The Superintendent is expected to monitor access and address disparities across schools to ensure full participation.
- Access to full-day learning opportunities is essential for all students, regardless of program placement or support needs. The district is directed to expand and strengthen full-day options that provide rich, consistent educational experiences.
- Classrooms serving students with disabilities should be placed in accessible, central locations that foster connection and avoid physical or social isolation. This expectation reflects our belief that inclusive education is not only about access—but about proximity, visibility, and belonging.
- Facilities and infrastructure must reflect our commitment to inclusion. The Board supports continued investment in ADA-compliant bathrooms and accessible design, and calls for annual review of building needs to promote full physical access.
- Finally, the instructional materials we use and the people we hire must reflect the diversity and dignity of our students. The district is expected to increase the use of affirming curriculum and prioritize identity representation in staff recruitment and classroom content.

Building Collaboration and Community

- A culture of inclusion is strengthened when students, families, staff, and community members come together with a shared purpose. To support this, the Board affirms the vital role of the Special Education Parent Advisory Council (SEPAC). It directs district leadership to expand its collaboration to include ongoing dialogue with students, educators, and community partners. This expanded engagement is intended to inform continuous improvement efforts and to elevate the lived experiences, perspectives, and rights of students with disabilities across all school settings.
- Inclusive schools extend beyond the bell schedule. The district is expected to ensure that after-school, summer, and out-of-school-time programs are accessible to students with disabilities by embedding necessary accommodations and supports from the outset.
- Staff must be well-equipped to connect students and families with essential services. The Board supports expanded training and tools to improve referrals to critical

community partners such as EC Cares, Direction Service, Connected Lane County, Lane County Developmental Disabilities Services, and Vocational Rehabilitation.

- Creating inclusive environments also requires broad and ongoing engagement. The Board calls upon general education teachers, special education teams, auxiliary staff, alumni with disabilities, and community members to actively build respectful, collaborative, and affirming school cultures.

Ensuring Accountability and Continuous Improvement

- To ensure this resolution leads to sustained impact, it will be included as a foundational commitment within the Special Education Strategic Plan, aligned with the District's broader Strategic Action Plan. District leadership is directed to develop clear implementation benchmarks and timelines that reflect the goals and commitments outlined in this resolution.
- Progress must be visible and measurable. The Superintendent is expected to oversee and report on the implementation of IEPs and 504 Plans, completion of staff training, access to inclusive learning environments, and student outcomes, ensuring transparency and continuous improvement.
- Understanding how disability intersects with other identities is essential to equity. The Board supports disaggregating disability-related data by race, gender, language status, income, and other intersecting identities to reveal and address gaps in access and outcomes.
- To maintain accountability, the Superintendent (or designee) will present an annual Inclusion Progress Report to the Board, outlining successes, challenges, and areas for growth.
- Student growth must be evaluated using multiple measures. Individualized learning goals and strengths-based approaches should be used to reflect student progress and potential more accurately.
- Starting in the 2025–2026 school year, the Student Services Department will begin setting the conditions for all schools to develop and maintain site-based Inclusion and Accessibility Plans. These plans are intended to reflect each school's unique strengths, needs, and communities, and to support the integration of inclusive practices across culture, instruction, and operations. The district will provide a common planning template, time for collaboration, and guidance beginning in August 2025. Schools are encouraged to revisit their plans annually to ensure they remain responsive to the evolving needs of students, staff, and families.
- District and school leaders are responsible for ensuring inclusive, legally compliant, and equity-centered practices. Accountability structures should reflect this shared obligation to students and families.
- Access and independence are only possible when the right tools and support systems are in place. The Board supports continued investment in assistive technology, adaptive equipment, and specialized staff.
- Finally, the Board affirms the vital role of special education professionals—including case managers, related service providers, and paraeducators.

Supporting Educators and Staff

- Inclusion requires well-prepared and well-supported educators. The district will require annual training on anti-ableism, equity, and disability inclusion for all staff—licensed, classified, and administrative—so that inclusive practices are systemwide and ongoing.
- To ensure effective service delivery, special education staff must have the time, capacity, and support to do their work well. The district is expected to provide adequate planning time, case management relief, and workload protections to promote both well-being and retention.
- Roles and responsibilities between general and special education staff must be clearly defined and collaboratively implemented. Inclusive education is a shared responsibility, not a siloed function.
- Professional development must consistently include models for differentiation. Staff meeting time, site-based PD, and coaching structures should reflect this priority, embedding inclusion into the rhythm of schoolwide learning.
- The Board supports continued mentoring, recognition, and leadership development for educators to demonstrate inclusive, equity-centered instructional practices.

Empowering Students

- Inclusive schools empower students to lead, advocate, and thrive. The Board affirms the importance of sustaining neurodiversity affinity groups and student leadership roles that uplift the voices and experiences of students with disabilities.
- Self-advocacy must be taught, modeled, and supported. The district will provide opportunities for students to participate in their own IEP meetings and practice speaking up about their learning, access, and social-emotional needs.
- Recognition systems should honor growth, not solely achievement. Schools are encouraged to evolve these systems to reflect inclusive values and avoid ableist comparisons or assumptions.
- Students with disabilities deserve to be seen, celebrated, and included without tokenization. Recognition should be authentic, respectful, and embedded in daily life—not reserved for isolated moments.
- Transitions into adulthood must be inclusive and well-supported. The district will support access to inclusive transition programs, career readiness pathways, and supported postsecondary opportunities so that students with disabilities can envision and pursue independent futures.

Intersectional Equity

- The Board calls for removing systemic barriers that limit access to dual immersion, CTE, and school choice programs. It directs district leadership to evaluate and address inequities in policy and practice.
- Regardless of theme or structure, every educational model must strive to provide the staffing and inclusive supports needed for students with disabilities to participate meaningfully. The Board recognizes that realizing this vision requires adequate and

sustained funding, and calls for increased investment at the state and federal levels, including full funding of IDEA and lifting the State School Fund (SSF) cap for students with disabilities and high-cost disabilities, to make inclusive education fully possible across all schools.

- Finally, the language we use matters. The district is expected to replace deficit-based or behavior-driven labels with student-centered, strengths-based terminology that honors the whole child and reflects their dignity and potential.

Call to Action

BE IT FURTHER RESOLVED, that the Eugene School District 4J Board of Directors:

- Encourages all staff, families, students, and community members to affirm the rights, dignity, and full participation of students with disabilities in every aspect of school and community life;
- Affirms that fostering disability inclusion is a shared responsibility across the district, not the sole responsibility of special education teams;
- Invites every individual to reflect on their role and say with intention:
“In my role, I commit to advancing inclusion and equity for students with disabilities.”

The Board affirms that this resolution will inform the development of the Special Education Strategic Action Plan and recommends revisiting it every three years to incorporate new learning, evolving needs, and community input.

Together, we will continue dismantling barriers, building inclusive systems, and creating a district where every child of every ability is welcomed, supported, and empowered to thrive.

Adopted this ____ day of _____ 2025 by the Board of Directors for the Eugene School District 4J.

Jenny Jonak, Board Chair
Board of Directors, Eugene School District 4J



Resolution #2025-05

**Affirming the Rights, Inclusion, and
Success of Students with Disabilities**

**Eugene School District 4J – May 7,
2025**





Presenters

- Carmen Xiomara Urbina, Chief of Staff
- Kat Lange, Assistant Superintendent of Student Support Services/Well-Being
- Seth Pfaefflin, Student Services Director



INCLUSION

is not bringing
people into what
already exists. It
is making a

**NEW
SPACE,
a better space for
EVERYONE.**

- George Dei



- **May 7, 2025** – First Reading of Resolution
- **May 21, 2025** – Final Reading and Adoption
- **August 2025** – Inclusion Planning Template and PD Rollout
- **2025–26**: School Based Inclusion & Accessibility Plans Developed
- **Spring 2026** – First Annual Inclusion Progress Report to Board

Implementation Roadmap



Background / Summary

- Developed in response to Board request to affirm equity, accessibility, and inclusion for students with disabilities.
- Affirms 4J's commitment to equity, accessibility, and inclusion.
- Informed by listening sessions with students, families, staff, and community partners. (SEPAC, SLC, staff, and partners).⁹⁸
- Grounded in IDEA, ADA, Section 504, and Oregon's Employment First policy.
- Serves as foundation for Special Education Strategic Plan.

Voices That Shaped the Resolution



To inform the resolution's development, district leadership hosted a series of **Kitchen Table Conversations (KTCs)** and listening sessions to center the voices of those most impacted. Input was collected from a wide range of stakeholders:

- **Students (NEHS)** – Mid-April 2025: 9th, 11th, and 12th grade students participated alongside the Neurodiversity Affinity Coordinator and Affinity Advisor.
- **Special Education Parent Advisory Council (SEPAC)** – March 4, 2025: Parents of 4J students with disabilities shared insights and priorities.
- **Superintendent's Leadership Council (SLC)** – March 20, 2025: Cross-departmental district leaders reflected on system-level challenges and goals.
- **Special Education Staff** – April 3, 2025: Licensed specialists and educators (e.g., OTs, PTs, SLPs, case managers, inclusion advisor) participated.
- **Community Partners** – April 30, 2025: Organizations including Direction Services, Arc of Lane County, Bridgeway House, LBL ESD, Lane ESD, and UO's Community Advocacy Council provided critical feedback and partnership perspectives.

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Why This Matters

- Students with disabilities bring unique strengths to our schools.
- Inclusion is a civil right and moral obligation.
- Exclusionary practices have caused historic and ongoing harm.
- This work is not about one program—it's a shared responsibility across all staff and departments.

Why It Matters!

"Before this, I didn't think school was meant for kids like me. Now I know I belong here." – 11th Grade Student, NEHS



"When I saw my son's art displayed next to every other student's, I cried. It was the first time I felt he was truly included." – 4J Parent

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"The training helped me realize that inclusion isn't about adding more work—it's about shifting how we see our students." – 4J Educator

Legal + Moral Foundation

- Individuals with Disabilities Education Act (IDEA)
- Section 504
- Americans with Disabilities Act (ADA)
- Oregon's Employment First
- "Every child deserves dignity, care, and opportunity."

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Acknowledging Harm, Naming Truth

“The Board explicitly condemns ableism and hateful language directed at people with disabilities...”

- Historical exclusion
- Harmful discipline patterns
- Isolation and marginalization
- Systemic inequities

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Core Principles of the Resolution

- Inclusion is a right protected by law.
- All students deserve to learn in the Least Restrictive Environment.
- Ableism and hate speech have no place in our schools.
- Students with disabilities deserve access to all aspects of school life.

What This Resolution Affirms

- Inclusion
- Access to Learning
- Belonging
- Transition to Adulthood
- Accountability
- Educator Support
- Student Empowerment

System Commitments

- Equity and accessibility embedded in school design and operations.
- Universal Design for Learning (UDL) to guide instruction.
- Access to electives, extracurriculars, and enrichment activities.
- Inclusive placement of classrooms and ADA-compliant infrastructure.

Community and Collaboration

- SEPAC elevated as a core advisory body.
- Inclusive access to after-school and summer programming.
- Improved referrals and partnerships with external agencies.
- Shared responsibility across all school roles and departments.

Accountability and Continuous Improvement

- Annual Inclusion Progress Report to the Board.
- Data disaggregation to reveal intersectional inequities.
- Development of school-based Inclusion & Accessibility Plans.
- Ongoing review and alignment with the Strategic Action Plan.

Inclusion Requires Prepared Staff

- Annual inclusion and anti-ableism training for all staff.
- Workload protections and planning time for special education staff.
- Shared roles and responsibilities across general and special education.
- Mentoring and leadership development for inclusive practice.

Empowering Students

- Sustain neurodiversity affinity groups and student leadership.
- Support student self-advocacy in IEP meetings and daily life.
- Recognize student growth, not just achievement.
- Prepare students for inclusive postsecondary transitions.

Intersectional Equity

- Address access barriers to dual immersion, CTE, and school choice.
- Ensure all school models support inclusive staffing and services.
- Advocate for full funding of IDEA and special education supports.
- Use strengths-based language in place of deficit-based labels.

Words Matter

- Strengths-based language
- Reject deficit framing
- Reflect identity in curriculum, spaces, staffing

One Voice, One Commitment Call to Action

- The 4J Board of Directors invites all staff, families, and students to say:

“In my role, I commit to advancing inclusion and equity for students with disabilities.”

- Affirm the rights and dignity of students with disabilities.
- Recognize inclusion as a collective responsibility.
- This resolution will guide our Special Education Strategic Action Plan.
- It will be revisited every 3 years to reflect evolving needs and community voice.



Thank you

“Together, we will continue dismantling barriers, building inclusive systems, and creating a district where every child of every ability is welcomed, supported, and empowered to thrive.”





ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 7, 2025

Title

Approve revisions to Board Policy IKF–Graduation Requirements

Presenter

Larry Williams, Assistant Superintendent of Instruction and Access

Background:

There are several recommended changes to policy IKF – Graduation Requirements**.

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

Additionally, SB 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

The State Board of Education adopted the half credit for civics passed in SB 513 (2021) into OAR 581-022-2000. This is effective for students who began grade 9 in the 2022-2023 school year. Additional rules adopted by the State Board affect a variety of changes in policy which include language on additional credit requirements, Essential Skills, and updated parent notice requirements.

Also of note is the requirement for a district board to define criteria for the issuance of a certificate of attendance to a student in their district when they do not satisfy the requirements to receive a diploma. There may be additional changes that may affect this policy resulting from passage of House Bill 4137 (2024) and affecting ORS 329.451; the bill creates a path for students who have completed an International Baccalaureate (IB) program to satisfy graduation requirements

Summary:

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.

It has become necessary to make some changes to Policy IKF to align with guidance from OSBA that adheres to changes in law the adopted requirements by the state of education. Additionally, we want to ensure our International Baccalaureate students who have completed their IB program, can use that to satisfy graduation.

As graduation requirements have evolved and changed over the years, this policy has undergone several revisions over the course of time.

Staff respectfully request that the Board approve the proposed revisions to Policy IKF–Graduation Requirements.

Policy IKF was most recently revised in 2023.

Code:	IKF
Adopted:	8/26/25
Revised/Readopted	9/09/15; 11/07/18; 11/06/19; 10/06/21; 10/04/23; XX/XX/XX
Orig. Code:	IKF/ IKFA

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 IKF as proposed and approve 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 IKF–Graduation Requirements

Eugene School District 4J

Code: IKF
Adopted: 8/26/25
XX/XX/XX 9/09/15; 11/0718; 11/06/19;
10/06/21; 10/04/23; ~~XX/XX/XX~~
Orig. Code: IKF; IKFA

Graduation Requirements**

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

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

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

1. ~~A foster child~~ **In foster care**¹;
2. ~~Homeless~~ **Experiencing houselessness**²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; ~~or~~
7. ³**Enrolled in an approved recovery school under ORS 336.680.**

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ ~~As~~ **“Foster child”** is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term “homeless.”} See OAR 581-022-2000 for additional information.

³ **Applies to high school diplomas awarded on or after January 1, 2026.**

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, **an approved recovery school (applies to diplomas awarded on or after January 1, 2026)**, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962 961 or a hospital identified in ORS 343.261.

Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of ⁽⁵⁾ 24 credits which include at least:

1. Three credits in mathematics at Algebra I level or higher. ;
2. Four credits in language arts⁶ ;
3. Three credits in science;
4. Three credits in social sciences (~~including history, civics, geography, and economics including personal finance~~ shall include 0.5 unit of US civics⁷ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁸financial literacy);
5. ~~One credit in health education~~ ⁹One-half credit of higher education and career path skills;
6. ~~One credit in physical education~~¹⁰One-half credit of personal financial education;
7. ~~Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and One credit in health education;~~
8. ~~Six OS (Other Subjects) credits~~ One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹¹ (units shall be earned in any one or a combination).
10. Five OS (Other Subjects) credits.¹²

⁵ {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

⁶ “Language arts” includes reading, writing and other communications in any language, including English.

⁷ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

~~Lab experiences can take place outside of the school in field-based experiences.~~

⁸ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁹ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹¹ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

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

Course Requirements	Class of 2026	Class of 2027 & Beyond
Language Arts (LA)	4.0 Credits	4.0 Credits
Mathematics (MA) Must be Algebra I and above	3.0 Credits	3.0 Credits
Science (SC) Must include Scientific Inquiry and Lab Experiences as outlined in the standards	3.0 Credits	3.0 Credits
Social Studies (SS) Must include US History, Economics, Geography, and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies	2.5 Credits	2.5 Credits
Social Studies - Civics	0.5 Credit	0.5 Credit
Health (HE)	1.0 Credit	1.0 Credit
Fine Arts (AF), Applied Arts, Career & Tech Ed (CTE) or World Language (WL)	3.0 Credits	3.0 Credits
Physical Education (PE)	1.0 Credit	1.0 Credit
Personal Finance (PF)	N/A	0.5 Credit
Higher Education & Career Path Skills (HC)	N/A	0.5 Credit
Other Subjects (OS)	6.0 Credits	5.0 Credits
Total Course Credits:	24.0 Credits	24.0 Credits

To receive a diploma, in addition to credit requirements outlined in ~~OAR 581-022-2000~~ above, a student must: ^[13] ~~meet three additional requirements:~~

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹²

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

International Baccalaureate

A student who has completed an International Baccalaureate program may satisfy the credit requirements prescribed by standard diploma requirements listed above.²²

1. A student may satisfy those requirements if the student has successfully completed:
 - a) all the requirements as described in the International Baccalaureate Organization’s International Baccalaureate Diploma Programme curriculum; or
 - b) all the requirements as described in the International Baccalaureate Organization’s International Baccalaureate Career-related Programme curriculum.
2. Beginning with the class of 2027 and beyond, unless waived in accordance with OAR 581-022-2000(14), a school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall ensure students in an International Baccalaureate program complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses.
3. A school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall develop a curriculum plan that ensures students in an International Baccalaureate Program receive inclusive instruction aligned to the adopted standards in Civics and Health. This plan shall be kept on file at the district and be available to ODE upon request.

Modified Diploma

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

SB 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

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

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹³One-half credit in personal financial education;
6. ¹⁴One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. ¹⁵Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~that~~ if a student ~~should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a **high school** diploma while receiving **reasonable** modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;

- c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
- a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight. ~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~

~~For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:~~

- 1. ~~Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and~~
- 2. ~~A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.~~

Alternative Certificate

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

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

~~8.—Student has completed the district application for the alternative certificate.~~

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

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

Certificate of Attendance

A {¹⁶} certificate of attendance¹⁷ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁸ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁹.

For students with a documented history²⁰, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may

¹⁶ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s *Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*. }

¹⁷ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁸ {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.

“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

¹⁹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²⁰ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²²Requirements for the completion of the International Baccalaureate diploma and career-related programmes can be found in the Graduation Rules and Awarding Academic Credit document.

not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Diploma Awarded to Veterans

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

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

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

4J Honorary Diploma

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

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

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

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

Other District Responsibilities

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

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

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 **years** if the student is entitled to a public education until the age of 21 under state or federal law.

A student may **satisfy complete** the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or **an alternative certificate a certificate of attendance** shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student **and**. ~~When added together, the district will~~ provide a total number of hours of instruction and services **to the student** that equals at least the total number of instructional hours that **are** is required to be provided to students who are attending a public high school. **The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.**

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternative Oregon Extended Assessment~~ **Oregon statewide assessments in language arts and/or mathematics** by completing the Oregon Department of Education's Opt-out Form²¹ and submitting the form to the district.

²¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.



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ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 07, 2025

Title

Set Date and Establish a Subcommittee for Board Retreat Planning

Presenter

Jenny Jonak, Board Chair

Background

The Board of Directors typically holds a retreat sometime in the late summer or early fall of each new school year.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 07, 2025

Title

Set date to Organize the Board of Directors for the 2025-26 School Year

Presenter

Jenny Jonak, Board Chair

Background

As provided in ORS 332.040 and 255.335(5), School boards must conduct an organizational meeting no later than the next regular meeting following July 1 to begin each new fiscal year. In election years, the meeting must occur no later than the last day of July. (ORS 332.040 and 255.335(5))

At this meeting, the board will need to take the following actions:

A. Elect Board Officers

- (1) Chair: The Board of Directors should elect the chair for the fiscal year ending June 30, 2026.
- (2) Vice-Chair: The Board of Directors should then elect the vice chair for the fiscal year ending June 30, 2026.

B. Approve a List of Annual Resolutions, to Include:

- (1) Authorize the Chair and Vice Chair to Sign for the District During the 2025–26 Fiscal Year

The names of the newly elected board officers will be added to a resolution at the organizational meeting.