

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, February 18, 2026

NOTICE: The Board Work Session will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom **Webinar at: <https://4j-lane-edu.zoom.us/j/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>, Webinar ID: 965 1638 6055**
(Passcode: 893201)

The Board will receive public comment from up to five (5) community members - focused on, and limited to, a consent, action, or information agenda topic as listed on the meeting agenda. Individual speakers are limited to 3 minutes and cannot give their time to another speaker. Sign up to provide public comment: www.4j.lane.edu/board/publiccomment
Each employee group is invited to speak for up to 3 minutes, focused on a consent, action, or information agenda topic below, and may choose - at the recognition of the Chair - to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.

**6:00 PM
Board Work Session**

- I. Adjourn Work Session
- II. Call Work Session to Order, Roll Call
- III. Board Chair Welcome
- IV. Agenda Approval
- V. Public Comment
Up to five (5) community members are invited to speak focused on a consent, action, future action, or information agenda topic below. Individual speakers are limited to 3 minutes and cannot give their time to another speaker.
Speakers may offer objective comments or criticism about the meeting agenda topics listed below.
- VI. Comments by Employee Groups
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
EEA (Eugene Education Association)
OSEA (Oregon School Employees Association)
MAPS (Managers, Administrators, Professionals & Supervisors)
- VII. **Consent Group — Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes for: 3
January 21, 2026 Regular Board Meeting
February 4, 2026 Regular Board Meeting
 - 2. Accept Financial Report for KRVM 91.9 – 1280 KRVM AM for the 32
2024-25 Fiscal Year
Presenter: Matt Brown, Director of Financial Services
 - 3. Approve Bond Project – Multi-Site Pavement Slurry Sealing 73
Presenter: Ryan Spain, Director of Facilities

4.	Approve Bond Project – Multi-Site Paving Improvements Presenter: Ryan Spain, Director of Facilities	74
5.	Approve Bond Project – South Eugene Window Replacement Presenter: Ryan Spain, Director of Facilities	75
6.	Approve Bond Project – Multi-Site HVAC Improvements Presenter: Ryan Spain, Director of Facilities	76
VIII.	Items for Information	
1.	Receive an update on Eugene School District 4J's Community of Care System (20 minutes) Presenters: B. Grace Bullock, Administrator for Prevention & Mental Health Services Trista Neuman, Community Care Specialist – 15th Night Program Coordinator Mary Kate Coy, Community Care Specialist – McKinney Vento Liaison	77
2.	Receive Information on Senate Bill 141 – Oregon's Statewide Accountability Framework (20 minutes) Presenters: Carmen Xiomara Urbina, Chief of Staff Oscar Loureiro, Director of Research and Planning	92
3.	Receive Monthly Finance Report (15 minutes) Presenter: Matt Brown, Director of Financial Services	110
IX.	Items for Action	
1.	Approve Year Two of the 2025-27 Lane Education Service District Local Service Plan (10 minutes) Presenter: Dr. Miriam Mickelson, Superintendent	121
X.	Items for Action at a Future Meeting	
	• There are no Items for Action at a Future Meeting for February 18, 2026	
XI.	Consider Board Requests for Agenda Items or Information	
XII.	Adjourn Work Session	

INFORMATION FOR THE DEAF AND HARD OF HEARING:
Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
February 18, 2026

Title:
Approve the DRAFT Board Meeting Minutes for:

- January 21, 2026 Regular Board Meeting
- February 4, 2026 Regular Board Meeting

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

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

Date: January 21, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 16, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Bob Blyth, Associate Director of Finance
Brooke Wagner, Assistant Superintendent for Administrative Services
Kate Marrone, Director of Human Services
Kelly McIver, Communications Director
Kris Seibel, Digital Communications Coordinator
Casandra Kamens, Curriculum Administrator
Melissa Ibarra, Director of Dual Languages
Sebastian Bolden, Director of Middle School Education
Jeff Johnson, Director of Elementary Education
Oscar Loureiro, Director of Research and Planning
Jen Bills, Director of Safety and Emergency Management
Christine Nesbit, General Counsel
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School

Kaleia Davis, Sheldon High School

Arnav Sivanandan, Eugene Online Academy (EOA)

Autumn Thessen, Early College and Career Options (ECCO)

Josiah Mckinley, North Eugene High School

Deeya Patel, South Eugene High School

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President

Sally Duerfeldt, Oregon School Employees Association (OSEA) Vice President

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President

MEDIA:

KRVM

Lookout Eugene-Springfield

Student Media from Sheldon High School

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

Chair Di Liberto called the regular meeting to order at 6:00 p.m. He said the names of the board members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto stated that the BOD has been engaging with the Eugene School District 4J budget process, including staying abreast of the details of the reduction phases.

He reported that one or more Board members attended the following activities:

- North Eugene High School mock interviews
- Churchill High School Spanish II class
- Eugene State of the City address
- Martin Luther King JR march

Chair Di Liberto invited Board member Ms. Jonak to provide remarks related to a lawsuit the district joined in February 2025.

Ms. Jonak shared an update and relevant background information, including that early last year 4J joined a lawsuit challenging the Dear Colleague letter issued by the United States Department of Education. She explained that the letter and certification requirements called for public schools to remove student supports and programs that it considered diversity, equity, and inclusion (DEI) or risk losing federal funding.

Ms. Jonak announced that the district court concluded that the Dear Colleague letter and certification requirement were unconstitutional and unlawful and vacated them. She added that although the Trump Administration initially appealed the district court's judgement, it has now withdrawn that appeal and, as of today, the district court's ruling is final. 4J was the only school district in the nation to join the lawsuit. She thanked her fellow Board members, district staff, general counsel, employee groups, Democracy Forward, and the American Federation of Teachers.

Chair Di Liberto issued additional thanks to Chief of Staff Carmen Xiomara Urbina and Interim Superintendent Colt Gill.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Mickelson introduced the Sheldon High School Dublinaires led by Megan Purdue. The Dublinaires performed two songs – "I Got You (I Feel Good)" by James Brown and a medley of "Clocks" and "Viva La Vita" by Coldplay.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Sheridan Schilling provided a report from Churchill High School. Regarding the new cell phone policy, she described an adjustment period among students, but relayed that 65% of 30 students who responded to a poll felt that the policy is benefiting their learning and school experience. She highlighted the success of the Health Services Pathway program. Ms. Schilling acknowledged School Board Recognition Month.

Kaleia Davis shared a report from Sheldon High School. She said feedback regarding the new cell phone policy has been mixed, ranging from full support to strong concern. She listed concerns, citing a 25% drop in students eating school provided lunch and relaying that not having clocks in the hallways is problematic. She mentioned the following upcoming activities: the National Honor Society is hosting a Blood Drive and Cocoa and Cram event, and Sheldon's Winter Formal is happening on Saturday, February 7. Several school clubs are preparing for events, recruitments, and competitions. Ms. Davis acknowledged School Board Recognition Month.

Arnav Sivanandan provided a report from Eugene Online Academy (EOA). Regarding the district's decision to cut EOA middle school and reduce staff at EOA high school, he cited stress, panic, and the need for more clarification. He put pressure on administration and the district to provide more information, stating that it should be their responsibility, not the teachers'. Mr. Sivanandan acknowledged School Board Recognition Month.

Cora Ludwig shared a report from South Eugene High School. She reported that students are focused ahead of finals. She said that cold outdoor temperatures are influencing conditions inside the building and impacting the learning environment. She urged the

district to adequately heat the building. She mentioned that the annual Martin Luther King JR assembly was hosted by the Black Student Union (BSU) on Friday, January 16.

Autumn Thessen provided a report from Early College and Career Options (ECCO). She reported on the success of their Winter Festival. She commented that feedback about the cell phone policy has been good, although students feel they should be able to use their cell phones during passing period and lunchtime. She said teachers are reporting increased engagement in class. ECCO students are taking a field trip to the Portland Art Museum on January 28. Their food drive is currently taking place. She acknowledged School Board Recognition Month.

Josiah Mckinley shared a report from North Eugene High School. Regarding the cell phone policy, he said it is being largely respected by students, although some are opposed. He said an approach by educators to incorporate collaboration, group work, and critical thinking skills has been a positive. He mentioned the following upcoming events: Mardi Gras Dance, Latin Dance, Blood Drive, Teen Health Event. He reported on successes from a Speech and Debate tournament held at Lewis and Clark College. Mr. Mckinley acknowledged School Board Recognition Month.

VI. ITEMS RAISED BY THE AUDIENCE

Hobey Blackhorn, 4J parent and principal, provided comments related to the proposed co-location of Family School to Camas Ridge Community School. He opened by sharing a quote from author bell hooks. Mr. Blackhorn shared his perspective as a Native parent, commenting that dominant culture privilege plays out in visible and invisible ways and that power structures shape the day-to-day school operations directly and indirectly. He said his children have had inconsistent leadership, including multiple principals in multiple years. Mr. Blackhorn suggested that similar dynamics are at play given the district's proposal to co-locate Family School to Camas Ridge Community School.

Will Rogers, 4J parent and employee, shared comments related to the proposed co-location of Family School to Camas Ridge Community School. He described his child's significant academic and social improvements since attending Family School. He expressed opposition to closing the school.

Maya Buchanan, 4J parent, provided comments related to the proposed co-location of Family School to Camas Ridge Community School. She shared her perspective as the parent of a student who experiences school avoidance. She described how leadership at Camas Ridge have successfully accommodated her child's needs. She suggested that the proposed co-location of Family School to Camas Ridge Community School has been flawed, lacking proper engagement and transparency. She urged the Board to reconsider, citing a loss of leadership and stability for both schools.

MJ Faris, 4J parent and educator, provided comments related to the middle school schedule. They advocated for preserving the 7-period day, stating that it is most equitable schedule as it allows access to electives. They provided further insights to underscore their point and offered suggestions for the Board to consider.

Morgan Raikes-Bennett, 4J employee and OSEA member, provided comments related to district bargaining with employee groups. He encouraged the district to disengage with anti-labor law firms and to join in solidarity with the work of the classified employees union.

Josh Dillow, 4J parent and educator, provided comments related to the middle school schedule. He advocated for preserving the 7-period day. He suggested that there will be substantial negative impacts, including but not limited to, access to music and foreign languages. He urged the district to engage educators in discussions, reconsider the proposal, and/or consider how long the proposed 6-period day will be in place.

Tori Reis, 4J parent and educator, shared comments related to the proposed co-location of Family School and the middle school schedule. She described the positive impact that a 4J education has had on her child's belonging and success. She advocated for preserving a 7-period day, specifically when considering Kelly Middle School.

Sarah Gilman, 4J parent, shared comments related to the proposed co-location of Family School to Camas Ridge Community School. After sharing her perspective parenting a child who attended both schools, she expressed favor of the proposed co-location.

Maia Dart, 4J parent, shared comments related to the proposed co-location of Family School to Camas Ridge Community School. She read aloud a statement on behalf of the Camas Ridge Community Organization (CRCO) Board of Directors, describing potential impacts to their community. She emphasized that their organization is not for nor against the proposed co-location but requested that, if approved, Camas Ridge be set up for success. Ms. Dart provided four standards for guidance. She urged the Board to consider all points of view before finalizing their decision.

Britt Sheflin, 4J parent, provided comments related to the proposed co-location of Family School to Camas Ridge Community School. She expressed favor of the proposed co-location and shared ideas for a successful transition.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, provided comments. She thanked the BOD for their patience and respect while providing OSEA members an opportunity to vote on correct information that is agreeable to OSEA and the district. She said that providing pay scales are of paramount importance in providing hourly employees with information during contract ratification. She added that upholding a fair, transparent, and democratic process that is legally protected is a priority. She

acknowledged the positive news about the Dear Colleague letter, noting that the American Federation of Teachers is a national affiliate union. She emphasized alliances between labor and education. Regarding recent contract negotiations, Ms. Jenkins-Easton expressed dissatisfaction and offered recommendations for improvement.

Jamie Meyers, Eugene Education Association (EEA) President, provided comments. She highlighted the importance of collaboration between EEA and the district. Regarding proposed budget cuts, she cited impacts to music, CTE, social emotional learning and other student supports. She urged the district to consider how to put the community back together with intention and care.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: JANUARY 7, 2026 SPECIAL BOARD MEETING

There was no discussion.

2. APPROVE ROUTINE PERSONNEL ACTIONS

There was no discussion.

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

IX. ITEMS FOR INFORMATION

1. RECEIVE AN UPDATE ON THE ELECTRONIC HALL PASS (EHP) PILOT: PHASE 2 MONITORING HIGHLIGHTS

Curriculum Administrator Casandra Kamens, Director of Secondary Education Sebastian Bolden, and Director of School Safety and Emergency Management Jen Bills provided an update on the Electronic Hall Pass (EHP) Pilot via PowerPoint presentation.

Ms. Kamens provided relevant background information and outlined what will be covered during the presentation. She said the EHP was piloted for the following reasons: to improve safety and security, to reduce class disruptions, and to gain data-driven insights.

Mr. Bolden said they are at the end of Phase 1 of the pilot. He presented the following information:

- Perception of safety is comparable with the previous year
- Districtwide averages mask site-level variation
- Implementation consistency varies by school
- Fidelity appears linked to outcomes
- Churchill High School safety perceptions improved by 6.7 points

- Sheldon High School had a modest improvement in safety perceptions
- Kelly Middle School had a moderate EHP utilization
- Higher utilization aligns with improvement or stability
- Lower utilization aligns with less favorable trends
- Implementation fidelity is key

Ms. Bills shared qualitative feedback. She said that when used consistently the EHP has reportedly been successful. She said at Churchill High School they have noticed less activity in the hallways and bathrooms. Existing challenges include clearing passes and a need to align with IEP/504 plans.

Ms. Kamens highlighted the following limitations:

- Student Climate Survey window still open
- Correlation does not equal causation
- Implementation varied across sites

She outlined the decision pathway:

- Original intent: return with a permanent decision
- Data and equity review still in progress
- Superintendent has not made a final decision

She outlined if the pilot continues:

- Complete Climate Survey cycle
- Finalize equity impact review
- Return to Board with final evaluation in June 2026

She listed decision options under consideration:

- Sunset the pilot effective February 1, 2026
- Continue the pilot through June 3, 2026

Ms. Kamens, Mr. Bolden, and Ms. Bills responded to questions from the Board and Student Representatives, largely concerning 504/IEP alignment, receiving adequate student body feedback, supporting educators, and ensuring consistent implementation.

2. RECEIVE MONTHLY FINANCE REPORT

Director of Finance Matt Brown and Associate Director of Finance Bob Blyth provided a monthly financial update (as of December 2025) via PowerPoint presentation.

Utilizing graphs to present the data, Mr. Brown noted a continued downward trend in enrollment. Regarding general fund revenue, he highlighted property tax spikes in November and December. He said general fund expenditures remain steady. General fund revenue received is roughly 71% of what is projected along with 43% of

expenditures – he noted that nothing is out of ordinary. Mr. Brown provided a percent of budget spent snapshot.

He outlined the following Finance Updates:

- Audit submitted to Secretary of State and Oregon Department of Education
- Auditor presentation and questions scheduled for February 4
 - The entire school board is now the audit committee, who will hear from auditors
 - Formally accept the FY25 Audit and Corrective Action Plan
 - Finance will also bring a supplemental budget resolution
- Interim audit for 2025-26 is already scheduled for April 2026
- Yearly notification to the Board – The district has investments over 18 months.

Mr. Brown presented a forecasting review, including historical and current practices:

- A forecast is a strategic tool to evaluate current and future fiscal conditions
- Informs policy, budget, and programmatic decisions
- Provides leadership forward-looking views with a defined set of assumptions
- A financial forecast is not a prediction of what will occur; it illustrates what can occur when assumptions never change
- Helps identify structural imbalances, pressures, and decision points early; when there is still time to respond thoughtfully and proactively
- Connects today's decisions to tomorrow's outcomes

Quick reminders:

- Our forecast is solely based on the General Fund
- The GF is \$300M this year
 - Every 1% that our forecast is “off” = \$3M
- Every forecast is only as accurate as of a specific date
 - Assumptions and last minute decisions can make a lasting impact
- When we produce forecasts, we use budgeted numbers until January, then we transition to projected numbers

Mr. Brown provided a bar graph detailing financial forecasting/historical results. He explained that the Finance Department has shifted from their previous practices and have been diligent about making more realistic estimates.

He outlined Financial Forecasting – Current and Future Practices

- Revenue forecasting changed from “very” to “normal” conservative levels
 - We still want to avoid risks of underperformance
- Expenditure forecasting followed a similar change from “very” to “normal” conservative levels

- This can still vary depending on staffing vacancies, one-time expenditures, and last minute decisions
- Staffing vacancies for many years has been a cost savings. As we improve position control and work through reductions, our reliance on this number for “savings” becomes a larger risk

Responding to a question posed by Ms. Munro, Mr. Blyth explained that the Oregon Department of Education (ODE) adjusts estimates throughout the year based on enrollment data. He added that the final adjustment aligns with what State School Fund (SSF) revenue should have been in the prior year.

Ms. Rabasa and Ms. Newman expressed favor of the shift in practices.

3. RECEIVE ITEM FOR INFORMATION ON PHASE 3 BUDGET REDUCTIONS

Superintendent Mickelson, Mr. Brown, Mr. Bolden, Chief of Staff Xiomara Urbina, Director of Elementary Education Melissa Ibarra, and Director of Elementary Education Jeff Johnson introduced Phase 3 Budget Reductions via PowerPoint presentation.

Superintendent Mickelson acknowledged the district’s projected \$30 million budget deficit, citing lower enrollment and the end of one-time federal COVID-relief (ESSER) funds. She highlighted the following proposed reductions in Phase 3 of the Budget Reduction Plan:

- School-based staffing reductions
- Co-location of Family School to Camas Ridge Community School
- Return to a six-period bell schedule at middle school level

She noted that they do not anticipate school-based staffing reductions to create overcrowding in schools. The district will continue to prioritize academics, equity, behavioral support, special education services, English language instruction, language immersion, and other programs and supports. Superintendent Mickelson said that the reductions are necessary to stabilize the district for the long term; to address the \$30 million shortfall, the district is undergoing a system reset and resizing.

She briefly introduced Phase 1 reduction estimates, totaling \$2.3 million and Phase 2 reduction estimates, totaling \$18 million.

She introduced Phase 3 proposed reduction estimates, totaling \$9.88 million, including:

- Family School: \$0.16M
- Middle School Bell Schedule: \$3.08M
- Licensed Staffing (up to 95 out of 1,098 FTE): \$9.59M
- Classified Staffing (up to 15 out of 891 FTE): \$0.85M

- Staffing Adjustment Pool: -\$1.50M
- Unemployment: -\$2.30M
- Total Estimated Savings: \$9.88M

She presented a bar graph detailing maximum estimated reductions by employee groups for all three phases (classified: 9.8%; licensed: 13.7%; and non-bargaining: 18.4%).

She presented a bar graph detailing estimated reductions by phase (Phase 1: 7%; Phase 2: 60%; and Phase 3: 33%).

Mr. Brown presented a graph detailing enrollment projection versus staffing, demonstrating that staffing remains significantly higher in comparison to the number of students. He emphasized that there is not a direct correlation between enrollment numbers and staffing needs.

Ms. Rabasa announced a potential conflict of interest related to the topic of building-based reductions and potential co-location, noting that her spouse is a licensed employee at one of the school communities under consideration.

Superintendent Mickelson presented information related to the proposed Family School co-location at Camas Ridge Community School.

She provided the following information:

- Family School is a small alternative program
- Family School has a good track record for prior co-locations
- Camas Ridge designed for 450 students
- Camas Ridge current enrollment is 263 students
- Camas Ridge projected enrollment for 2026-27 school year is 250 students
- Space capacity can protect stability, programs, and flexibility

She highlighted questions under analysis:

- Shared space utilization
- Staffing levels and class sizes
- Schedules: arrival/recess/lunch/dismissal
- Health and safety
- Resources and fundraising/account structures

Superintendent Mickelson provided closing comments. She and staff invited questions from the Board.

Ms. Jonak expressed favor of the proposed co-location contingent on preserving Life Skills. She recommended potentially budgeting in short term supports during the transition.

Student Representative Ms. Thessen asked how afterschool programs like BEST will be affected by Phase 3 reductions.

Superintendent Mickelson said the district is redesigning (i.e. scaling back) afterschool programs according to available resources.

Responding to a question posed by Ms. Munro, Superintendent Mickelson said some of their guiding values approaching the proposed co-location are ensuring that every person has a seat at the table and can aid in developing the plan.

Mr. Johnson emphasized focusing on core values and collaboration. He said following a proposed co-location, the process would continue through the start of the school year.

Ms. Ibarra agreed that communication will play a vital part, specifically stakeholder engagement.

Ms. Munro mentioned that the Board has received emails related to questions about school leadership; she clarified for the listening audience that it is within the superintendent's purview.

Superintendent Mickelson confirmed that regarding the proposed co-location, their inclination is to reset leadership.

Superintendent Mickelson proposed a middle school bell schedule change – from a 7-period day to a 6-period day.

Mr. Bolden provided information about the proposed middle school bell schedule change, offered historical context, and values.

He outlined priorities:

- Instructional Priority
- Foundation of Access
- Impactful Student Experience
- Strategic Delivery Methods
 - Co-teaching and push-in support
 - Supported core sections
 - Coordinated planning between special education, English language development, and general education

He provided a sample 7-period day and a sample 6-period day.

He outlined 6-period day rationale:

- Prioritizing instructional depth and staff workload sustainability
- Longer instructional minutes for deeper learning
- Current 38-minute Wednesday periods “limiting” for meaningful instruction

- 67.8% of all middle school staff prefer a 6-period day
- More financially stable than a 7-period day
- Fewer transitions

He included a proposed timeline – starting in October 2025 and implementing in September 2026.

Superintendent Mickelson and staff invited questions from the Board.

Ms. Jonak asked about student opportunities for taking both language immersion and electives.

Mr. Bolden responded that if the district moves to language arts and social studies only, students would still be able to access another elective. He added that students can engage in enrichment opportunities during flex time.

Ms. Jonak pointed out barriers for students with IEPs to take electives. She emphasized the Board’s enduring commitment to music and arts.

Responding to a question from Vice Chair Thessen, Mr. Bolden provided further context about the proposed homeroom model.

Ms. Newman asked for more information about strategic delivery methods in a six-period day.

Mr. Bolden responded that the systemic change would be developed over time – things like coteaching, inclusive practices, less pullout, and more push in.

Ms. Rabasa recommended supporting interdisciplinary co-teaching, for example merging lessons from electives and core classes. She provided an example given her experience as an educator – specifically a lesson merging music and mathematics. On the topic of physical education, she introduced the concept of “selectives.”

Ms. Schilling shared her perspective as a high schooler. She said students do not prefer short periods, i.e. C days. She recommended receiving input from middle school students.

Responding to a question posed by Ms. Munro, Superintendent Mickelson responded that the budget shortfall is not the only reason for a proposed six-period day. She said middle school serves a critical purpose in a student’s journey, specifically building strong academic foundations. She implied that short class periods do not support that.

In closing, Ms. Urbina provided next steps:

- Communicate with clarity and care
 - Continue to provide timely and transparent updates
 - Partner with labor groups to support impacted staff
- Support people and communities through change

- Center dignity, compassion, and stability for impacted staff, schools, and families

Phase 3 Budget Reductions will come before the Board for approval at their meeting scheduled for Wednesday, February 4, 2026.

X. ITEMS FOR ACTION

1. APPROVE AGREEMENT WITH OREGON SCHOOL EMPLOYEES ASSOCIATION (OSEA)

Assistant Superintendent of Administrative Services Brooke Wagner and Director of Human Resources Kate Marrone recommended approval of an agreement with Oregon School Employees Association (OSEA) Eugene Chapter 1. Ms. Wagner noted that the district included retro pay for classified employees.

MOTION: Vice Chair Thessen moved to approve the tentative successor collective bargaining agreement between Eugene School District 4J and Oregon School Employees Association (OSEA) Eugene Chapter 1. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

2. ADOPT POLICY GCBDE/GDBDE – MILITARY LEAVE OF ABSENCE

General Counsel Christine Nesbit recommended adoption of Policy GCBDE/GDBDE – Military Leave of Absence.

MOTION: Vice Chair Thessen moved to adopt Policy GCBDE/GDBDE – Military Leave of Absence. Seconded by Mr. Hamilton. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

3. APPROVE REVISIONS TO POLICY JHCA – IMMUNIZATION SCHOOL SPORTS PARTICIPATION

Ms. Nesbit recommended adoption of Policy JHCA – Immunization School Sports Participation.

MOTION: Vice Chair Thessen moved to approve revisions to Policy JHCA – Immunization School Sports Participation. Seconded by Ms. Munro. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. APPROVE BOARD RESOLUTION 2025-26-08 RELATING TO PHASE 3 AUTHORIZING A REDUCTION IN FORCE AND COLOCATION

Superintendent Mickelson introduced Resolution 2025-26-08 relating to Phase 3 budget reductions. The resolution proposes school-based staffing reductions of up to 95 licensed staff FTE and up to 15 classified staff FTE.

Ms. Munro provided a statement in response, providing historical context and cautioning against furloughs and/or fewer school days.

2. APPROVE RESOLUTION 2025-26-09 RELATING TO MIDDLE SCHOOL SCHEDULES

Superintendent Mickelson introduced Resolution 2025-26-09, relating to middle school schedules, specifically returning to a six-period day. She clarified that, if approved, school day start and end times would not be affected.

3. CONSIDER FOR APPROVAL THE PROPOSED POLICY IKF – GRADUATION REQUIREMENTS

Ms. Kamens recommended approval of Policy IKF – Graduation Requirements. She highlighted language clarifications and updates to definitions.

Ms. Rabasa brought attention to honorary diplomas and recommended seeking input from relevant stakeholders.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Thessen reported that the Legislative Committee met on January 20, 2026. The legislative short session begins February 2, 2026. She mentioned a joint rally for education happening in Salem on February 5, 2026.

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

Ms. Rabasa requested a discussion about potentially convening an ad-hoc committee tasked with debriefing bargaining.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 10:20 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

Recorded by Terah Van Dusen, Lane Council of Governments (LCOG)

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

Date: February 4, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 30, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel
Matt Brown, Director of Finance
Sebastian Bolden, Director of Middle School Education
Melissa Ibarra, Director of Elementary
Jeff Johnson, Director of Elementary Education
Seth Pfaefflin, Director of Student Services
Kat Lange, Assistant Director of Youth and Family Support
Casandra Kamens, Curriculum Administrator (online)
Kate Marrone, Director of Human Resources
Kelly McIver, Director of Communications
Brooke Wagner, Assistant Superintendent for Administrative Services (online)
Oscar Loureiro, Director of Research and Planning
Jackie Garcia Villa, Executive Assistant to the Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Lizbeth Maria Vargas, North Eugene High School

OTHER GUESTS:

Tara Kamp, Municipal Auditor, Clear Trails CPA
Linda Hamilton, Lane Education Service District
Tony Scurgo, Lane Education Service District

EMPLOYEE ASSOCIATIONS:

Jamie Meyers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President

MEDIA:

KRVM
KVAL
Register Guard (online)
Lookout Eugene-Springfield

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

Chair Di Liberto called the Eugene School District 4J Board of Director’s (BOD) regular meeting to order at 6:00 p.m. He said the names of the board members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto provided a statement of support following the recent federal response to national and local citizens advocating for immigration rights.

He reported attendance of one or more board members at the following activities:

- Graphic novel Gallery Walk at Cal Young Middle School
- Unified Basketball game between Churchill High School and North Eugene High School
- South Eugene High School Swim Meet
- Benefits Exposition at North Eugene High School
- City Club of Eugene Town Hall
- Ribbon cutting at Yujin Gakuen Japanese Immersion Elementary School
- NAACP Reflection Breakfast
- League of Women Voters Town Hall

- Press Conference with Eugene Mayor Kaarin Knudson and Oregon Governor Tina Kotek

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Miriam Mickelson declared that 4J schools are safe, welcoming, and inclusive learning spaces for all students. She described the ways that school leadership center the safety of students and emphasized the importance of belonging. She closed by with a quote by Dr. Brené Brown, reaffirming the district's commitment to its students.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Deeya Patel provided a report from South Eugene High School. She said that students engaged in Wellness Week, Spirit Week, and held a notable assembly celebrating fall sports accomplishments. She reported on the success of unified physical education. Their Winter Formal is taking place on February 7, 2026. Regarding the e-hall pass system, Ms. Patel stated that students are not in favor, citing concerns about student privacy and the erosion of trust between students and educators.

Lizbeth Maria Vargas provided a report from North Eugene High School, including recent happenings, such as the unified basketball jamboree and the theatre department preparing for their production of Fiddler on the Roof. North's Hall of Fame induction ceremony is scheduled for February 7 and the Martin Luther King JR assembly is on February 12, 2026. She highlighted student Maria Teleshiva, an accordionist who was recently featured on NPR's Tiny Desk Concert; and student Alita Christianson, who recently published a book, "The Place Between Nowhere: Blank." Ms. Vargas mentioned that slick concrete on cold mornings presents a safety issue.

Sheridan Schilling provided a report from Churchill High School, first highlighting the successes of sports teams and athletes; in particular, the unified basketball team. Ms. Schilling mentioned that a unified basketball game and Senior Night are both happening on February 11, 2026. She reported on the recent success of the One Act Festival – during which students performed a one-act play that they wrote and produced.

VI. ITEMS RAISED BY THE AUDIENCE

Joey Carlson, 4J parent, advocated for the proposed co-location of Family School to Camas Ridge Community School. He cited concern about impacts to current school leadership and offered recommendations, including forming a Bridging Committee.

Jennifer Orton, 4J guest teacher, described the role of guest teachers in the district and advocated for fair and living wages when negotiating contracts.

Valerie Blood, 4J parent and volunteer, provided comments related to special education, inclusion, and the district budget. She challenged budgetary decision making, specifically its impact on staff positions, citing potential trauma for SPED students. She emphasized the legal rights of students with disabilities.

Michelle Dunn, 4J educator, offered appreciation for the superintendent and BOD, specifically recognizing their support of a district Inclusion and Access resolution passed last year. She raised concern about inadequate adaptive physical education staffing levels.

Lindsay Selser, 4J parent, advocated for the proposed co-location of Family School to Camas Ridge Community School. She cited concern about impacts to current school leadership. She urged engaging families in the relocation process.

Shannon Sprouse, 4J parent, expressed support for the proposed relocation of Family School to Camas Ridge Community School. She encouraged child-centered, community-based solutions.

Katrina Allen, 4J educator, provided comments against the proposed middle school bell schedule change, citing its impact on students, specifically the district's most vulnerable students, accessing supports and electives. She urged the Board to reconsider.

Astrid MacLean, 4J middle school student, provided comments challenging the proposed middle school bell schedule change and describing its potential impacts from a student's perspective. She reflected on the negative impact of having only one elective class and music no longer being considered a core class.

Bob Fordham, 4J guest teacher, highlighted the recent compensation agreement for classified employees and advocated for fair and living wages when negotiating guest teacher contracts. He said the district's latest offer is inadequate.

Erica Walla, 4J parent, offered suggestions for 4J leadership about how to best partner with parents and guardians, including support directories, encouraging parents to go beyond booster activities, conducting exit surveys for families who have not reenrolled, offering public survey results, and educating families about children's educational system at the national, state, and local level. She emphasized legally mandated standards and the universal design for learning.

VII. COMMENTS BY EMPLOYEE GROUPS

Jamie Meyers, Eugene Education Association (EEA) President, provided comments. She described the role of Eugene Association of Substitute Teachers (EAST) members – stating that they are the backbone that keep the district running. She said EAST members have been working under an expired contract during the 2025-26 school year and have

yet to reach an agreement with the district. She pointed out that information about negotiations with EAST is unavailable on the district website. She announced that the next bargaining session is scheduled for February 11, 2026, and urged the BOD to attend.

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS), Co-President, provided comments related to proposed budget cuts. He said among district employees, uncertainty, apprehension, and worry about their futures persist. He urged the district to continue naming the reality of the constraints and the emotional toll they carry.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: JANUARY 14, 2026 SPECIAL BOARD MEETING

There was no discussion.

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

IX. ITEMS FOR INFORMATION

1. RECEIVE AN UPDATE ON SPECIAL EDUCATION AND INCLUSIVE PRACTICES IN EUGENE SCHOOL DISTRICT 4J

Director of Student Services Seth Pfaefflin and Assistant Director of Student Services Kat Lange provided an update on Special Education and Inclusive Practices via PowerPoint presentation.

After providing historical context for the update, Ms. Lange presented a table titled Current Special Education Data, depicting a steady increase in the percentage of district students enrolled in special education in recent years. Currently, 15% of students are identified as having special needs. She noted that the services are poorly underfunded at the state level, placing a strain on students and educators.

Mr. Pfaefflin added that roughly 200 incoming Kindergarten students will utilize special education services.

He provided information about the Special Education Parent Advisory Council:

- 10 parent members who represent students with disabilities at elementary, middle, and high schools, and across the range of disabilities experienced by 4J students
- SEPAC started in fall 2024
- Meetings first Tuesday monthly, 5-6:30 p.m.
- School Board members are invited to SEPAC meetings
- Next meetings are March 3, April 7, and May

Mr. Pfaefflin described components of the advisory council and examples of the types of topics they discuss.

He provided the following information related to implementation of the May 2025 Special Education Resolution: Affirming the Rights, Inclusion, and Success of Students with Disabilities:

- Inclusion and Accessibility plans
- Principal book study: Learning for All
- Anti-ableism training

Inclusion and Accessibility Plans:

- Each school worked with their staff and stakeholders to develop and Inclusion and Accessibility Plan, using the district template provided (see handout).
- This included parent survey data, student interviews, and building staff assessing the following four domains:
 - Environment and physical accessibility
 - Access to schoolwide programs, activities, and events
 - Inclusive instruction and learning supports
 - School culture, belonging, and community engagement

Mr. Pfaefflin noted that their department is still waiting on information from four schools before completing a full district analysis. Given the domain scores, every school is or has created four inclusion improvement goals. He provided examples: calming/break space in each classroom, a focus on clubs, affinity groups, and enrichment programs, implementation of student accommodations and modifications, and centering student leadership and voice.

Ms. Lange described a need for their department to extend the timeline for goal completion, citing budgetary and other challenges.

Mr. Pfaefflin closed by sharing SEPAC parent reflections and recommendations.

Mr. Pfaefflin and Ms. Lange invited questions from the Board.

Ms. Jonak asked if there has been analysis on how Phase 3 budget reductions might impact special education and inclusion efforts, and how that will be dealt with.

Mr. Pfaefflin responded that while impacts to their department are minimal, there are other reductions which may impact students with disabilities. He indicated that their department is brainstorming ways to accommodate those changes.

Ms. Lange provided further context in response to Ms. Jonak's question.

Vice Chair Thessen raised the topic of centering student voice, specifically via site councils.

Ms. Newman asked for clarification around slowing the pace of the work.

Mr. Pfaefflin explained that originally they had expected to complete the first round of goals by June 2026, but now they wish to extend the timeline through January 2027.

Responding to a question posed by Ms. Newman, Mr. Pfaefflin described SEPAC membership.

Ms. Newman recommended a charter to ensure the future work of SEPAC.

Ms. Rabasa asked if budget cuts will impact professional development for special education educators, general education teachers, and educational assistants (EAs).

Mr. Pfaefflin and Ms. Lange explained that they are considering offering stronger and more substantial onboarding for special education EAs, new ways of disseminating information, and intentionally enhancing professional development.

Ms. Rabasa asked if there will be anti-ableism training opportunities for parents.

Mr. Pfaefflin responded affirmatively.

Ms. Rabasa mentioned the difficulty of accessing special education evaluations and/or having an evaluation result in receiving services. She expressed a desire to see data related to those instances.

Mr. Pfaefflin said he will follow up with the information.

Ms. Jonak mentioned that she has observed drastically different IEP standards from school to school.

Mr. Pfaefflin assured Ms. Jonak that there is a procedural model meant to align schools to the same procedures. He said their department is engaging staff in an IEP alignment training this month.

Ms. Rabasa recommended collecting data on students being offered modified diplomas.

Mr. Pfaefflin responded that their department is tracking that data.

In closing, Mr. Pfaefflin and Ms. Lange emphasized the need for advocating for special education funding at the state legislative level.

2. RECEIVE THE EUGENE SCHOOL DISTRICT 4J ANNUAL FINANCIAL REPORT FOR THE 2024-25 FISCAL YEAR

Finance Director Matt Brown and Clear Trails CPA Financial Auditor Tara Kamp presented the annual Financial Report for the 2024-25 Fiscal Year.

Ms. Kamp explained that the audit covers three areas:

- Financial statements audit

- Oregon minimum standards compliance audit
- Federal single audit
 - Financial compliance requirements for specific grants

She said the audit does not cover assessing the financial health of the district nor does it express an opinion on the internal operations of the district.

She presented the following audit results:

- Financial audit: unmodified opinion (no reservations)
- Oregon state minimum standards audit: exceptions found required comment (noted on page 139 of the audit report)
- Federal single audit: 1 issue of noncompliance
- Deficiencies and material weaknesses (noted on page 146 of the audit report)

Ms. Kamp reported overall good results regarding the annual Financial Report for the 2024-25 Fiscal Year.

3. RECEIVE INFORMATION REGARDING LOCAL ELECTIONS AND ZONING

Ms. Newman presented information regarding Local Elections and Zoning via PowerPoint presentation. Three additional documents were provided in the Board's meeting packet.

She explained that the BOD is reviewing how school board elections are conducted, specifically regarding representation and zoning. She noted a requirement to make any change six months prior to elections. She conducted research on the topic, including reviewing statutes and information from sixteen other school districts.

She summarized the following:

- 4 districts have all their elected positions in geographic zones, but all voters vote on all positions
- 2 districts have a hybrid; some positions are in geographic zones and some are at-large
- 1 district requires representatives to live in zones but all positions all voters vote on all positions
- 10 districts where all districts are at large and are voted on by everyone

She posed three questions for discussion:

1. If and how to divide up the district into geographic zones?
 - Option 1: All seven positions are at large (status quo)
 - Option 2: All positions are geographic zone positions and candidates must live in the zone

- Option 3: A “hybrid” with some geographic zones where candidates must live and some “at large” positions
2. If divided into zones, how many and what would the zones look like?
- Equal number of residents in each zone
 - High school catchment area
 - Three potential options were identified – Option #3 was the most viable option (below)
 - Option 3: When the number of students at each high school is considered, another possibility emerges:
 - 1 representative from Sheldon area
 - 1 representative from South area
 - 1 representative from Churchill area
 - 1 representative from North area
 - 3 “at large” representatives
3. How would we vote on candidates from each zone?
- Option 1: All positions are voted on by all voters living within the school district boundaries whether they are positions that represent a geographic zone and/or positions that are “at-large” positions
 - Option 2: Only voters who live in a geographic zone can vote for the position that represents the geographic zone they live in. If there are also “at-large” positions, all voters vote for those positions
 - Option 3: Rank choice voting for all the “at-large” positions. This is not allowable in Lane County currently

She presented the following next steps:

- Do we want to include geographic zones in the make up of the school board? What are the parameters?
- Considering population size of each zone, clarify which zones would be acceptable under Oregon statutes and rules
- Would all positions be voted on “at-large” or the geographic zone positions only by voters living in that zone?

Vice Chair Thessen brought up economic and housing insecurity and its potential to impact and zoning in the near future. She also raised the topic of school choice. She said she supports continuing an at-large election process.

Ms. Jonak articulated pros and cons of changing the election process.

Ms. Munro suggested advocating to the state legislature for rank choice voting. She provided legal context for districting. She expressed that she is not in favor of changing the election process at this time.

Ms. Rabasa agreed that she is not in favor of changing the election process at this time, stating that the change would promote regionalism.

Chair Di Liberto shared his perspective being formerly employed in a school district with regional representation. He emphasized that he represents all of 4J, not just the region where he resides. He advocated for maintaining the current election process.

Mr. Hamilton raised the challenge of recruiting regional candidates, for example there may be four candidates all from the same zone.

There was consensus to not proceed with discussions pertaining to changing local elections and zoning.

4. RECEIVE A RECAP OF PHASE 3 BUDGET REDUCTIONS

Superintendent Mickelson, Mr. Brown, Director of Elementary Education Melissa Ibarra, Director of Elementary Education Jeff Johnson, and Director of Middle School Education Sebastian Boldon provided a recap of Phase 3 Budget Reductions.

Mr. Brown presented the following:

Addressing a \$30 million shortfall:

- A system reset and resizing
- A strategic realignment of staffing and resources with enrollment decline and state and federal funding realities
- A path toward sustainability, stability, and long-term viability

Budget reductions in Phases 1-3

- Phase 1 Reduction Estimates: \$2.3 million
- Phase 2 Reduction Estimates: \$18 million
- Phase 3 Reduction Estimates: \$9.88 million

Mr. Brown presented a graph detailing staff “up-to” reductions by employee group for all three phases (classified: 9.8%, licensed: 13.7%, and non-bargaining: 18.4%).

Mr. Brown presented a graph detailing enrollment versus staffing.

Ms. Ibarra highlighted the proposed Family School co-location at Camas Ridge:

- Camas designed for 450 students
- Camas current enrollment: 263 students
- Projection for 2026-27: 250 students
- Space capacity can protect stability, programs, and flexibility

She presented questions under analysis:

- Shared spaces: cafeteria, gym, playground, classrooms
- Staffing levels and class sizes
- Schedules: arrival/recess/lunch/dismissal
- Health and safety
- Resources and fundraising/account structures

Mr. Johnson shared engagement and next steps:

- Family School and Camas Ridge conversations
- If co-location is approved, a Transition Committee will be immediately formed
- Leadership reset

Mr. Bolden presented information related to the proposed bell schedule change:

- Return to a six-period day
- Start time and end time the same

He shared 6-Period Day Rationale:

- Prioritizing instructional depth and staff workload sustainability
- Longer instructional minutes for deeper learning
- Current 38-minute Wednesday periods 'limiting' for meaningful instruction
- 67.8% of all middle school staff prefer a 6-period day
- Fewer transitions
- More financially sustainable than a 7-day period
- Cost savings

Mr. Boldon shared engagement and next steps:

- Communicate with clarity and care
- Support people and communities through change
- Plan responsibly for today and tomorrow

Director of Human Resources Kate Marrone shared next steps:

- Reduction-in-Force (RIF) process
- Expo for licensed staff
- Recall list
- Plan responsibly for today and tomorrow

Staff received robust feedback from the BOD, including their concern about impacts on electives, the need to maintain opportunities and access for special education students, and identifying creative approaches to fulfilling core requirements.

X. ITEMS FOR ACTION

1. APPROVE RESOLUTION 2025-26-08 RELATING TO PHASE 3 – STRATEGIC BUDGET REDUCTIONS – AUTHORIZING A REDUCTION IN FORCE AND CO-LOCATION

Superintendent Mickelson recommended approval of Resolution 2025-26-08 – authorizing a reduction of up to 95 licensed staff and up to 15 classified staff and the relocation of Family School to Camas Ridge Community School.

Ms. Rabasa declared a potential perceived conflict of interest and thus did not participate in the discussion nor the vote.

MOTION: Vice Chair Thessen moved to approve Resolution 2025-26-08 Relating to Phase 3 – strategic budget reductions authorizing a reduction in force and co-location of Family School to Camas Ridge Community School. Effective for the 2026-27 school year, Family School’s new address shall be 1150 E 29th Avenue, Eugene, Oregon 97403. Seconded by Mr. Hamilton. **The motion passed, 6:0:1; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton voting in favor; Ms. Rabasa recused.**

2. APPROVE RESOLUTION 2025-26-09 RELATING TO MIDDLE SCHOOL SCHEDULES

Superintendent Mickelson recommended approval of Resolution 2025-26-09 – relating to middle school schedules.

MOTION: Vice Chair Thessen moved to approve Resolution 2025-26-09 – relating to middle school schedules. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

3. APPROVE REVISIONS TO BOARD POLICY IKF – GRADUATION REQUIREMENTS

Mr. Bolden and Curriculum Administrator Casandra Kamens recommended approval of revisions to Board Policy IKF – graduation requirements.

Ms. Rabasa recommended further review of the honorary diplomas section.

MOTION: Ms. Rabasa moved to postpone consideration of proposed revisions to Policy IKF – graduation requirements until the next regular board meeting scheduled for March 4, 2026. Seconded by Vice Chair Thessen. **The motion passed unanimously, 7:0:0; Chair Di Liberto,**

Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.

4. APPROVE THE CORRECTIVE ACTION PLAN FOR THE EUGENE SCHOOL DISTRICT 4J ANNUAL FINANCIAL REPORT FOR THE 2024-25 FISCAL YEAR

Mr. Brown recommended approval of the Corrective Action Plan for the Eugene School District 4J Annual Financial Report for the 2024-25 Fiscal Year.

MOTION: Vice Chair Thessen moved to approve the Corrective Action Plan for the Eugene School District 4J Annual Financial Report for the 2024-25 Fiscal Year. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL YEAR TWO OF THE 2025-27 LANE EDUCATION SERVICE DISTRICT (ESD) LOCAL SERVICE PLAN

Tony Scurgo and Linda Hamilton presented information related to approval of year two of the 2025-27 Lane Education Service District (ESD) Local Service Plan. They provided historical context, relevant details about the partnership between Lane ESD and 4J, and the current contract status. The Local Service Plan will come before the BOD for approval at a future meeting.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Hamilton reported attending AVID Friday Movie Night.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION/SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Ms. Rabasa requested a primer and/or training on unfair labor practice claims.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 9:47 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

Recorded by Terah Van Dusen, Lane Council of Governments (LCOG)

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

February 18, 2026

Title

Accept Financial Report for KRVM 91.9 – 1280 KRVM AM for the 2024-25 Fiscal Year

Presenter

Matt Brown, Director of Financial Services

ITEM FOR ACTION – CONSENT AGENDA

Background

1. Requirement for audit -- Oregon Revised Statute Sections 297.405 through 297.555 covers municipal audit law and ORS 328.441 through 328.470 covers disbursement and audits. These statutes require that the accounts and fiscal affairs of every governmental agency be audited and reviewed at least once each fiscal year. In accordance with this requirement and Board Policy DI, the independent audit firm of Pauly, Rogers, and Co., P.C. has completed their audit of KRVM for the year ended June 30, 2025.

2. Copy of report for board members -- ORS 297.465(2) mandates:

“... A copy of the audit report shall be furnished to each person who was a member of the governing body at the end of the calendar year or fiscal year and to each member of the current governing body.”

We have attached a copy of the KRVM audit report.

3. Actions regarding audit report -- ORS 328.467(2) requires that should there be any deficiencies in the audit report, the school district board shall upon receipt of the audit report:

“...determine the measure the board considers necessary to correct any deficiencies disclosed in the audit report. The board shall adopt a resolution setting forth any corrective measures the board proposes and the period of time estimated to complete the measures.”

KRVM received a “clean” audit report with no material weaknesses or significant deficiencies noted.

Options and Alternatives

The Board is in receipt of the financial statements and audit report as legally required. The Board may choose to accept the KRVM audit report as presented or may determine that there are additional issues upon which action is required and propose certain actions be taken by staff and/or the audit firm.

Budget/Resource Implications

These financial statements are prepared in compliance with the Corporation for Public Broadcasting (CPB) *Principles of Accounting and Financial Reporting for Public Telecommunications Entities*, as required by the CPB. The CPB is a major source of grant revenue for KRVM, with funding used for both operations and special projects. Should funding from the CPB cease due to noncompliance, KRVM finances would be substantially impacted.

Recommendation

The Superintendent recommends that the Board accept the KRVM audit report as presented for fiscal year 2024-25

KRVM 91.9 - KRVM 1280 AM
EUGENE, OREGON

COMMUNICATION TO THE GOVERNING BODY
FOR THE YEAR ENDED JUNE 30, 2025



12700 SW 72nd Ave.
Tigard, OR 97223



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October 13, 2025

To the Board of Directors
KRVM 91.9 – KRVM 1280 AM
Eugene, Oregon

We have audited the basic financial statements of KRVM 91.9 – KRVM 1280 AM (the Station) for the year ended June 30, 2025. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Purpose of the Audit

Our audit was conducted using sampling, inquiries, and analytical work to opine on the fair presentation of the basic financial statements and compliance with:

- generally accepted accounting principles and auditing standards

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter, our responsibility, as described by professional standards, is to express an opinion as to whether the basic financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the basic financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered the system of internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the basic financial statements and not to provide assurance on the system of internal control over financial reporting.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements; therefore, our audit involved judgment about the number of transactions examined and the areas to be tested.

Our audit included obtaining an understanding of the Station and its environment, including the system of internal control, sufficient to assess the risks of material misstatement of the basic financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Station or to acts by management or employees acting on behalf of the Station. We also communicated any control-related matters that are required to be communicated under professional standards.

Results of Audit

1. Audit opinion letter – An unmodified opinion on the basic financial statements has been issued. This means we have given a “clean” opinion with no reservations.
2. Management letter – No separate management letter was issued.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in Note 2 to the basic financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2025, except for the implementation of GASB 101 *Compensated Absences*. We noted no transactions entered into during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the basic financial statements in the proper period.

Accounting estimates are an integral part of the basic financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the basic financial statements were management’s estimates of accounts receivable, lease liabilities, and capital asset depreciation, which are based on collectability of receivables, discount rate(s), and useful lives of assets, respectively. We have evaluated the methods, assumptions, and data used to develop these estimates in determining that they were reasonable in relation to the basic financial statements taken as a whole.

The disclosures in the basic financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, taken as a whole. There were immaterial uncorrected misstatements noted during the audit which are included as Attachment 1. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even if, in our judgement, such uncorrected misstatements are immaterial to the financial statements under audit.

Pauly, Rogers and Co., P.C.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the basic financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the basic financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards with management each year prior to our retention as your auditor. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Supplementary Information

We were engaged to report on the supplementary information, which accompanies the basic financial statements. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Other Matters – Future Accounting and Auditing Issues

To keep you aware of new auditing standards issued by the American Institute of Certified Public Accountants and accounting statements issued by the Governmental Accounting Standards Board (GASB), we have prepared the following summary of the more significant upcoming issues:

GASB 103 – Financial Reporting Model Improvements

The requirements of this Statement are effective for fiscal years beginning after June 15, 2025, and all reporting period thereafter. The requirements for the management’s discussion and analysis (MD&A) will improve the quality of the analysis of changes from the prior year, which will enhance the relevance of that information. They also will provide clarity regarding what information should be presented in MD&A. The requirements for the separate presentation of unusual or infrequent items will provide clarity regarding which items should be reported separately from other inflow and outflows of resources. The definitions of operating revenues and expenses and of nonoperating revenues and expenses will replace accounting policies that vary from government to government, thereby improving comparability. The requirement that budget comparison information be presented as RSI will improve comparability, and the inclusion of the specified variances and the explanation of significant variances will provide more useful information for making decisions and assessing accountability.

Management’s Discussion and Analysis

This Statement continues the requirement that the basic financial statements be preceded by the MD&A, which is presented as required supplementary information (RSI). MD&A provided an objective and easily readable analysis of the government’s financial activities based on currently known facts, decisions, or conditions and presents comparisons between current and prior year. This Statement requires that the information presented in MD&A be limited to the related topics discussed in five sections: (1) Overview of the Financial Statements, (2) Financial Summary, (3) Detailed Analyses, (4) Significant Capital Asset and Long-Term Financing Activity, and (5) Currently Known Facts, Decisions, or Conditions. Furthermore, this Statement stresses that the detailed analyses should explain why balances and results of operations changed rather than simply presenting the amounts or percentages by which they changed. This Statement emphasizes that the analysis provided in MD&A should avoid unnecessary duplication by not repeating explanations that may be relevant to multiple sections and that “boilerplate” discussions should be avoided by presenting only the most relevant information, focused on the primary government. In addition, this Statement continues the requirement that information included in MD&A distinguish between that of the primary government and its discretely presented component units.

Unusual or Infrequent Items

This Statement describes unusual or infrequent items as transactions and other events that are either unusual in nature or infrequent in occurrence. Furthermore, governments are required to display the inflows and outflows related to each unusual or infrequent item separately as the last presented flow(s) of resources prior to the net change in resource flows in the government-wide, governmental fund, and proprietary fund statements of resource flows.

Budgetary Comparison Information

This Statement requires governments to present budgetary comparison information using a single method of communication - RSI. Governments also are required to present (1) variances between original and final budget amounts and (2) variances between final budget and actual amounts. An explanation of significant variances is required to be presented in notes to RSI.

Other Matters – Future Accounting and Auditing Issues (Continued)

GASB 104 – Disclosure of Capital Assets

The requirements of this Statement are effective for fiscal years beginning after June 15, 2025, and all reporting periods thereafter. The requirements of this Statement will improve financial reporting by providing users of financial statements with essential information about certain types of capital assets in order to make informed decisions and assess accountability. Additionally, the disclosure requirements will improve consistency and comparability between governments.

State and local governments are required to provide detailed information about capital assets in notes to financial statements. Statement No. 34, *Basic Financial Statements-and Management’s Discussion and Analysis-for State and Local Governments*, requires certain information regarding capital assets to be presented by major class. The objective of this Statement is to provide users of government financial statements with essential information about certain types of capital assets.

This Statement requires certain types of capital assets to be disclosed separately in the capital asset note disclosures requires by Statement 34. Lease assets recognized in accordance with Statement No. 87, *Leases*, and intangible right-to-use assets recognized in accordance with Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Agreements*, should be disclosed separately by major class of underlying asset in the capital asset note disclosures. Subscription assets recognized in accordance with Statement No. 96, *Subscription-Based Information Technology Arrangements*, also should be separately disclosed. In addition, this Statement requires intangible assets other than those three types to be disclosed separately by major class.

This Statement also requires additional disclosures for capital assets held for sale. A capital asset is a capital asset held for sale if (a) the government has decided to pursue the sale of capital asset and (b) it is probable that the sale will be finalized within one year of the financial statement date. Governments should consider relevant factors to evaluate the likelihood of the capital asset being sold within the established time frame. This Statement requires that capital assets held for sale be evaluated each reporting period. Governments should disclose (1) the ending balance of capital assets held for sale, with separate disclosure for historical cost and accumulated depreciation by major class of asset, and (2) the carrying amount of debt which the capital assets held for sale are pledged as collateral for each major class of asset.

This information is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

Hans Graichen

HANS K. GRAICHEN, CPA
PAULY, ROGERS AND CO., P.C.

ATTACHMENT 1

IMMATERIAL UNCORRECTED MISSTATEMENTS

Financial Statement Account		Amount (in absolute value)
Accounts payable	N1	\$ 4,624
Compensated Absences	N2	8,079
Total adjustments pass on		<u><u>\$ 12,703</u></u>

N1 There was \$4,624 paid to Dylan Hicks for services that occurred prior to July 1, 2024. Due to a system error in Eugene School District's accounting software, the \$4,624 is expensed in the year ended June 30, 2025. Expenses for the year ended June 30, 2025, are overstated by this amount.

N2 The District adopted GASB 101 Compensated Absences in the year ended June 30, 2025, which required retroactive application. Expense for the year ended June 30, 2025, are overstated by this amount, based on calculation below.

Accrued vacation at June 30, 2024, prior to GASB 101	\$ 23,590
Accrued vacation at June 30, 2024, after GASB 101	<u>31,669</u>
Expense in year ended June 30, 2025, that belongs back in the year ended June 30, 2024	<u><u>\$ 8,079</u></u>

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON

FINANCIAL REPORT

FOR THE YEARS ENDED JUNE 30, 2025 AND 2024



12700 SW 72nd Ave.

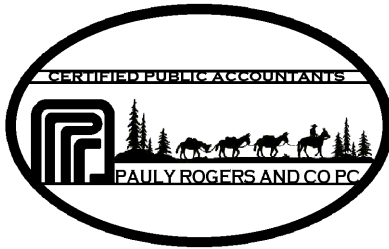
Tigard, OR 97223

KRVM 91.9 – KRVM 1280 AM

TABLE OF CONTENTS

	<u>PAGE NUMBER</u>
Independent Auditors' Report	<i>i</i>
Basic Financial Statements:	
Statements of Net Position	1
Statements of Revenues, Expenses, and Changes in Net Position	2
Statements of Cash Flows	3
Notes to the Basic Financial Statements	4
Supplementary Information:	
Schedules of Functional Expenses – Program Services for years ended June 30, 2025 and 2024	16
Schedules of Functional Expenses – Support Services for years ended June 30, 2025 and 2024	17

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PAULY, ROGERS, AND CO., P.C.
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October 13, 2025

To the Board
KRVM 91.9 – KRVM 1280 AM
Eugene, Oregon

INDEPENDENT AUDITORS' REPORT

Opinion

We have audited the accompanying basic financial statements of KRVM – Radio (the Station) of Eugene School District No. 4J, which comprise the statements of net position as of June 30, 2025 and 2024, the statements of revenue, expenses, and changes in net position, and cash flows for the years then ended, and the related notes to the basic financial statements.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the Station as of June 30, 2025 and 2024, and the changes in net position and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Basic Financial Statements section of our report. We are required to be independent of the Station and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Basic Financial Statements

Management is responsible for the preparation and fair presentation of these basic financial statements in accordance with the accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the basic financial statements, management is required to evaluate whether there are conditions or events, considered in aggregate, that raise substantial doubt about the Station's ability to continue as a going concern within one year after the date that the basic financial statements are available to be issued.

Auditor's Responsibility for the Audit of the Basic Financial Statements

Our objectives are to obtain reasonable assurance as to whether the basic financial statements as a whole are free from material misstatement, whether due to error or fraud, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of controls. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the basic financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the basic financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the basic financial statements.
- Obtain an understanding of the Station's system of internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Station's system of internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the basic financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Station's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the basic financial statements as a whole. The supplementary information, as presented in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Hans Graichen

HANS K. GRAICHEN
PAULY, ROGERS AND CO., P.C.

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BASIC FINANCIAL STATEMENTS

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KRVM - RADIO OF EUGENE SCHOOL DISTRICT NO. 4J

Statements of Net Position
at June 30, 2025 and 2024

	2025	2024
Assets		
Current Assets		
Cash	\$ 91,945	\$ 45,137
Investments held by Eugene School District No. 4J	940,065	877,188
Other receivables, net of allowance for bad debt	56,271	37,812
Total Current Assets	<u>1,088,281</u>	<u>960,137</u>
Non-Current Assets		
Intangible assets	139,622	139,622
Buildings and equipment, net of accumulated depreciation	30,267	35,378
Right-to-use assets, net of amortization	453,950	267,713
Total Capital Assets	<u>623,839</u>	<u>442,713</u>
Total Assets	<u>\$ 1,712,120</u>	<u>\$ 1,402,850</u>
Liabilities and Net Position		
Current Liabilities		
Accounts payable	\$ 3,395	\$ 7,340
Accrued vacation	44,628	23,590
Unearned revenue	2,602	2,667
Lease liabilities - current portion	61,268	12,296
Total Current Liabilities	<u>111,893</u>	<u>45,893</u>
Non-Current Liabilities		
Lease liabilities - non-current portion	409,093	259,204
Total Liabilities	<u>520,986</u>	<u>305,097</u>
Net Position		
Net investment in capital assets	153,478	171,213
Unrestricted	1,037,656	926,540
Total Net Position	<u>1,191,134</u>	<u>1,097,753</u>
Total Liabilities and Net Position	<u>\$ 1,712,120</u>	<u>\$ 1,402,850</u>

KRVM - RADIO OF EUGENE SCHOOL DISTRICT NO. 4J
Statements of Revenues, Expenses, and Changes in Net Position
for the Years Ended June 30, 2025 and 2024

	2025	2024
Revenues		
Contributions and membership	\$ 298,990	\$ 278,687
Program underwriting	273,522	281,232
Tower rental	29,472	28,210
Corporation for Public Broadcasting grants	189,784	161,232
Other grants	3,000	-
Eugene School District No. 4J		
Donated facilities (in-kind)	60,155	46,911
Interest	47,700	44,195
In-kind contributions	54,433	64,084
Indirect administrative support	131,322	124,867
Total Revenues	1,088,378	1,029,418
Expenses		
Program Services		
Programming and productions	168,801	157,046
Broadcasting	395,085	384,338
Program information	10,951	8,142
Total Program Expenses	574,837	549,526
Support Services		
Management and general	174,380	164,122
Fundraising and membership development	112,007	105,790
Underwriting and grant solicitation	133,773	130,903
Total Support Expenses	420,160	400,815
Total Expenses	994,997	950,341
Change in Net Position	93,381	79,077
Beginning Net Position	1,097,753	1,018,676
Ending Net Position	\$ 1,191,134	\$ 1,097,753

KRVM - RADIO OF EUGENE SCHOOL DISTRICT NO. 4J**STATEMENTS OF CASH FLOWS**

for the Years Ended June 30, 2025 and 2024

	<u>2025</u>	<u>2024</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in Net Position	\$ 93,381	\$ 79,077
Noncash Items Included in Income:		
Depreciation	5,111	5,456
Amortization	70,611	68,757
Bad debt expense	2,435	-
Decrease, (Increase) In:		
Other receivables	(20,894)	(2,811)
Increase, (Decrease) In:		
Accounts payable	(3,945)	(5,906)
Accrued expenses	21,038	(4,525)
Unearned revenue	(65)	(2,915)
	<u>167,672</u>	<u>137,133</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Decrease, (Increase) In:		
Investments held by Eugene School District No. 4J	(62,877)	(288,079)
	<u>(62,877)</u>	<u>(288,079)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Lease payments	(57,987)	(61,754)
	<u>(57,987)</u>	<u>(61,754)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	46,808	(212,700)
Cash and Cash Equivalents at Beginning of Year	<u>45,137</u>	<u>257,837</u>
Cash and Cash Equivalents and Investments at End of Year	<u>\$ 91,945</u>	<u>\$ 45,137</u>
OTHER NONCASH ACTIVITY		
Donated and in-kind revenues/expenses	<u>\$ 114,588</u>	<u>\$ 110,995</u>
Indirect Administrative Support	<u>\$ 131,322</u>	<u>\$ 124,867</u>

On commencement of a new lease, a right-to-use asset and a lease liability of \$256,848 each were recorded on July 1, 2024.

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NOTES TO THE
BASIC FINANCIAL STATEMENTS

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KRVM 91.9 – KRVM 1280 AM
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NOTES TO THE BASIC FINANCIAL STATEMENTS

1. NATURE OF OPERATIONS

KRVM – Radio (the Station) is operated by Eugene School District No. 4J, Eugene, Oregon (the institutional licensee). Eugene School District No. 4J records the activities of the station in the District's basic financial statements. Because these financial statements present only a selected portion of the activities of Eugene School District No. 4J, they are not intended to and do not present the financial positions, results of operations and cash flows for the District as a whole.

These basic financial statements are prepared in accordance with generally accepted accounting principles and in compliance with the Corporation for Public Broadcasting (CPB), *Principles of Accounting and Financial Reporting for Public Telecommunications Entities*, as required by the CPB.

The basic financial statements are prepared in accordance with governmental accounting standards in order to reflect activity in a similar manner as Eugene School District No. 4J. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles and has been followed by the District. Those standards have been applied here to allow comparability except for contributions which follow Financial Accounting Standards Board (FASB) rules, as required by the CPB. The more significant accounting policies are described below.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. BASIS OF ACCOUNTING

These basic financial statements meet the requirements established for use by governmentally licensed broadcast stations on the accrual basis of accounting.

B. NET POSITION

Net position is comprised of the various net earnings from operations, non-operating revenues, expenses, and contributions of capital. Net position is classified in the following three categories:

Net Investment in Capital Assets – consists of all capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any bonds or other borrowings that are attributable to the acquisition, construction, or improvement of those assets; all right-to-use assets, net of accumulated amortization, and reduced by the outstanding balances of any lease liabilities; and all intangible assets.

Restricted – consists of external constraints placed on asset use by creditors, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. There are no restricted funds as of June 30, 2025 or 2024.

Unrestricted – consists of all other assets that are not included in the other categories previously mentioned.

Restricted resources are spent first when both restricted and unrestricted resources are available for expenditures. Restricted resources used and spent in the same year are recorded as unrestricted resources.

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. CASH AND CASH EQUIVALENTS

For basic financial statement purposes, all highly liquid investments with an original maturity of three months or less from the date of purchase are considered to be cash equivalents.

D. USE OF ESTIMATES

Preparation of the basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the basic financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

E. CONTRIBUTIONS AND PLEDGE REVENUE

Contributions and pledges are recognized in accordance with FASB ASU 2016-14. Contributions received are recorded as support without donor restriction or support with donor restriction depending on the existence and/or nature of any donor restrictions.

F. GRANTS

Unreimbursed expenditures due from grantor agencies, if any, are reflected in the basic financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Cash received from grantor agencies in excess of related grant expenditures is recorded as a liability in the Statement of Net Position. The Station received material grant support from CPB. See Note 11.

G. ACCOUNTS AND PLEDGES RECEIVABLE

Unconditional accounts and pledges receivable, less an allowance for uncollectible amounts, are recognized as revenues in the period the promise is made and as assets, decreases of liabilities, or expenses depending on the form of the benefit received. The allowance for uncollectible pledges is an estimate based on management's knowledge of historical pledge collection rates.

H. IN-KIND CONTRIBUTIONS

In-kind contributions are recorded as revenue or expense at their estimated fair value at the date of receipt. In-kind contributions consist of donated programs, promotions, services, materials, and rental value of space. See Note 10.

KRVN 91.9 – KRVN 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

I. FAIR VALUE INPUTS AND METHODOLOGIES AND HIERARCHY

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use in pricing the asset. The classification of securities within the fair value hierarchy is based up on the activity level in the market for the security type and the inputs used to determine their fair value, as follows:

Level 1 – unadjusted price quotations in active markets/exchanges for identical assets or liabilities that each Fund has the ability to access

Level 2 – other observable inputs (including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets or liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market–corroborated inputs)

Level 3 – unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available (including each Fund’s own assumptions used in determining the fair value of investments).

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Accordingly, the degree of judgment exercised in determining fair value is greatest for instruments categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

J. FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing the various programs and other activities are summarized on a functional basis in the Statements of Revenue, Expenses, and Changes in Net Position. Accordingly, certain costs have been allocated among program and support services based on total personnel costs or other systematic basis.

K. LEASES

Leases are reported in accordance with GASB Statement No. 87, *Leases*. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. See Note 8.

KRVN 91.9 – KRVN 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. CAPITAL ASSETS

Capital assets are recorded at cost. Purchases of \$5,000 or more and a useful life in excess of one year are capitalized. Costs of repairs and maintenance are expensed as incurred. Expenditures for property, equipment, and major repairs that extend useful lives or add function are capitalized. When capital assets are sold or retired, the related costs and accumulated depreciation are removed from the accounts and any gain or loss is included in the results of operations.

Donated property and equipment is recorded at estimated fair value at the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire capital assets are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, expirations of donor restrictions are reported when the donated or acquired assets are placed in service as instructed by the donor.

Capital assets are depreciated using the straight-line method over estimated useful lives ranging from three to thirteen years for equipment and ten to forty years for buildings.

M. SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS – (SBITA)

Subscription Right-to-Use Assets

Subscription assets are assets in which the government obtains control of the right to use the underlying IT asset. The value of the subscription asset is initially measured as the sum of the initial subscription liability amount, any payments made to the IT software vendor before commencement of the subscription term, and any capitalizable implementation costs, less any incentives received from the SBITA vendor at or before the commencement of the subscription term. The subscription asset is amortized in a straight-line manner over the course of the subscription term.

Subscription Liabilities

In the government-wide financial statements, subscription liabilities are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of subscription payments expected to be made during the subscription term is reported as other financing sources. The subscription liability should be initially measured at the present value of subscription payments expected to be made during the subscription term. Future subscription payments should be discounted using the interest rate the SBITA vendor charges the government, which may be implicit, or the government's incremental borrowing rate if the interest rate is not readily determinable. A government should recognize amortization of the discount on the subscription liability as an outflow of resources (for example, interest expense) in subsequent financial reporting periods.

Management has determined that they do not have any multi-year subscription technology arrangements that would require reporting a subscription liability or a right-to-use subscription asset.

KRVN 91.9 – KRVN 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

N. PROGRAM UNDERWRITING

Revenue for program underwriting is recognized over the period covered. Expenditures of unrestricted funds are recognized as expenses when incurred. Costs incurred for programs that have not been broadcast are recorded as prepaid expenses.

3. CASH AND INVESTMENTS

CASH

Cash includes bank demand deposits with one bank.

Custodial Credit Risk - Cash

In the case of deposits, there is a risk that in the event of a bank failure, the deposits may not be returned. The School District collateralizes the cash held in their account. As of June 30, 2025 and 2024, the insured bank balances held by the Station were \$91,945 and \$45,137, respectively.

INVESTMENTS

Eugene School District No. 4J (the District) holds funds in the Local Government Investment Pool (LGIP) on behalf of the Station. The Station's share of LGIP is reflected on the Statement of Net Position for both years.

The Oregon State Treasury invests the Oregon Short Term Fund (OSTF) of which the Local Government Investment Pool (LGIP) is a part. Participation in the LGIP is voluntary for local governments. The LGIP was created to offer a short-term investment alternative for Oregon local governments and is not registered with the U.S. Securities and Exchange Commission. Pool investments are governed by the OSTF portfolio rules, which are approved by the Oregon Investment Council. The portfolio of rules are available on Oregon State Treasury's website at www.Oregon.Gov/Treasury.

Investments in the Local Government Investment Pool (LGIP) are included in the Oregon Short-Term Fund, which is an external investment pool that is not a 2a-7-like external investment pool, and is not registered with the U.S. Securities and Exchange Commission as an investment company. Fair value of the LGIP is calculated at the same value as the number of pool shares owned. The unit of account is each share held, and the value of the position would be the fair value of the pool's share price multiplied by the number of shares held. Investments in the Short-Term Fund are governed by ORS 294.135, Oregon Investment Council, and portfolio guidelines issued by the Oregon Short-Term Fund Board, which establish diversification percentages and specify the types and maturities of investments. The portfolio guidelines permit securities lending transactions as well as investments in repurchase agreements and reverse repurchase agreements. The fund appears to be in compliance with all portfolio guidelines at June 30, 2025. The LGIP seeks to exchange shares at \$1.00 per share; an investment in the LGIP is neither insured nor guaranteed by the FDIC or any other government agency. Although the LGIP seeks to maintain the value of share investments at \$1.00 per share, it is possible to lose money by investing in the pool. We intend to measure these investments at book value since it materially approximates fair value.

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

3. CASH AND INVESTMENTS (CONTINUED)

INVESTMENTS (CONTINUED)

The pool is comprised of a variety of investments. These investments are characterized as a level 2 fair value measurement in the Oregon Short Term Fund’s audited financial report. At June 30, 2025 and 2024, the fair value of the position in the LGIP is 100.49% and 100.39% of the value of the pool shares as reported in the Oregon Short Term Fund audited financial statements, respectively. Amounts in the State Treasurer’s Local Government Investment Pool are not required to be collateralized.

With the exception of pass-through funds, the maximum amount of pool investments to be placed in the Local Government Investment Pool is limited by Oregon Statute. Per statute, the limit increases annually proportionate to the U.S. City Average Consumer Price Index. The limit was \$61,749,000 until August 31, 2025, when it increased to \$63,387,000. The limit can be temporarily exceeded for ten business days and does not apply to either pass-through funds or to funds invested on behalf of another governmental unit.

Custodial Credit Risk - Investments

Custodial credit risk for investments is the risk that, in the event of a transactional counterparty failure, the Station will not be able to recover the value of an investment in the possession of an outside party. The Station minimizes custodial credit risk by pre-qualifying any financial institutions, broker/dealers, and advisors with which the Station will do business. All securities, except for the Station's investment in the Local Government Investment Pool which is not evidenced by securities, are required to be held by an independent third-party safekeeping institution selected by the Station, and must be evidenced by safekeeping receipts in the Station's name. Station policy DFA “Investment of Funds” was revised in January 2018 and is supported by a detailed administrative rule regarding investment activities (DFA-AR) designed to minimize custodial credit risk.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation. State of Oregon statutes (ORS 294.035, 294.040 and 294.810) restrict the types of investments in which the Station may invest. Authorized investments include obligations of the U.S. Government and its agencies, certain bonded obligations of Oregon municipalities, bank repurchase agreements, bankers’ acceptances, time certificates of deposit, corporate indebtedness, and the Oregon State Treasury's Oregon Short Term Fund (which includes the Local Government Investment Pool). Station policy DFA “Investment of Funds” was readopted in January of 2018 and is supported by a detailed administrative rule regarding investment activities (DFA-AR) designed to minimize credit risk. The Oregon Short Term Fund (which includes the Local Government Investment Pool) is not rated for credit risk.

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EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

4. OTHER RECEIVABLES

There was \$9,776 and \$2,071 in accounts receivable over 90 days at June 30, 2025 and 2024, respectively. Other receivables at June 30 were:

	2025	2024
Underwriting receivables	\$ 48,276	\$ 33,291
Lease receivable	10,430	4,521
Allowance for uncollectable amounts	(2,435)	-
Total	\$ 56,271	\$ 37,812

5. CAPITAL ASSETS

The changes in capital assets for the year ended June 30, 2025, are as follows:

	July 1, 2024	Additions	Deletions	June 30, 2025
Intangible Assets, Non-Depreciable				
Radio Licenses	\$ 139,622	\$ -	\$ -	\$ 139,622
Capital Assets, Depreciable				
Equipment	\$ 524,374	\$ -	\$ -	\$ 524,374
Improvements	14,927	-	-	14,927
Total Capital Assets, Depreciable	539,301	-	-	539,301
Accumulated Depreciation				
Equipment	497,040	4,116	-	501,156
Improvements	6,883	995	-	7,878
Total Accumulated Depreciation	503,923	5,111	-	509,034
Total Capital Assets, Depreciable, Net	\$ 35,378			\$ 30,267

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

5. CAPITAL ASSETS (CONTINUED)

The changes in capital assets for the year ended June 30, 2024, are as follows:

	July 1, 2023	Additions	Deletions	June 30, 2024
Intangible Assets, Non-Depreciable				
Radio Licenses	\$ 139,622	\$ -	\$ -	\$ 139,622
Capital Assets, Depreciable				
Equipment	\$ 524,374	\$ -	\$ -	\$ 524,374
Improvements	14,927	-	-	14,927
Total Capital Assets, Depreciable	539,301	-	-	539,301
Accumulated Depreciation				
Equipment	492,579	4,461	-	497,040
Improvements	5,888	995	-	6,883
Total Accumulated Depreciation	498,467	5,456	-	503,923
Total Capital Assets, Depreciable, Net	\$ 40,834			\$ 35,378

6. CONTINGENT LIABILITY

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the Corporation for Public Broadcasting. The amounts, if any, of expenditures which may be disallowed by the grantor agencies cannot be determined at this time, although the Station expects such amounts, if any, to be immaterial.

Management has represented that there are no contingent liabilities that require disclosure or recognition. Such contingent liabilities would include, but not be confined to: notes or accounts receivable which have been discounted; pending suits; proceedings, hearings, or negotiations possibly involving retroactive adjustments; unsatisfied judgments or claims; taxes in dispute; endorsements or guarantees; and options.

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

7. SERVICE AGREEMENTS

Revenue

The Station, through the Eugene School District No. 4J, entered into a contract with Southern Oregon University to provide broadcast time to Jefferson Public Radio. The current required monthly fixed payment is \$2,172. The term has been extended until December 31, 2029, which includes three additional two-year extension options. These options will start automatically unless either party provides written notification of their intent not to renew, at least three months before the end of the current term. Total receipts for the years ended June 30, 2025 and 2024, were \$25,917 and \$25,313, respectively.

Future minimum receipts are as follows:

For year ending June 30	Southern Oregon University (Jefferson Public Radio)
2026	\$ 26,060
2027	26,060
2028	26,060
2029	26,060
2030	13,030
Total	<u>\$ 117,270</u>

Expenses

The Station, through the Eugene School District No. 4J, entered into a contract with Central Lincoln People’s Utility District for the usage of and ability to install equipment on a building and a tower. The annual payment is \$1,996. The agreement was not formally renewed, so it is currently continuing as a year-to-year contract.

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

8. LEASE LIABILITY AND RIGHT-TO-USE ASSET

On April 1, 2023, the Station entered into a new lease with EIP Holdings, LLC, as Lessee, for use of the premises commonly called the Blanton Heights Communications Facility for use as a transmitter facility (EIP Holdings). An initial lease liability was recorded in the amount of \$287,488. As of June 30, 2025, the value of the lease liability is \$259,204. Three payments of \$4,966 were made for the first three quarters of the year, and one payment of \$5,115 was made for the last quarter. Payments increase each April 1st by 3%. The lease liability has a discount rate of 2.89%, which is based on a U.S. Treasury A rating at a 15-year credit spread and the daily treasury part yield curve rate at 15 years. The premises' estimated useful life was 15 years as of April 1, 2023, when the contract commenced. The value of the right-to-use asset as of June 30, 2025, is \$287,488 with accumulated amortization of \$39,016 and is included with 'broadcast facilities' on the lease class activities below.

On July 1, 2024, the Station entered into a lease with Daniel and Christine Kersey, as Lessee, for use of the premises located in Lane County, Oregon for use as a transmitter facility (Kersey). An initial lease liability was recorded in the amount of \$256,848. As of June 30, 2025, the value of the lease liability was \$211,157. Required monthly payments were \$4,343. The market value for leasing this facility is valued at \$4,951 per month, which is higher than the monthly payment. An In-kind contribution revenue is recorded for the difference of \$608 per month. See Note 10. The lease liability has a discount rate of 2.9999%, which was based on a U.S. Treasury A rating at a 5-year credit spread and the daily treasury part yield curve rate at 5 years. The premises' estimated useful life is 5 years as of July 1, 2024, when the contract commenced. The value of the right-to-use asset as of June 30, 2025, is \$256,848 with accumulated amortization of \$51,370 and is included with 'broadcast facilities' on the lease class activities below.

Changes in Lease Liability				
	Balance at July 1, 2023	Additions	Reductions	Balance at June 30, 2024
Broadcast Facilities				
EIP Holdings	\$ 271,500	\$ -	\$ (12,296)	\$ 259,204
Kersey	-	256,848	(45,691)	211,157
	\$ 271,500	\$ 256,848	\$ (57,987)	\$ 470,361

Principal and Interest Requirements to Maturity			
For year ending June 30,	Governmental Activities		
	Principal Payments	Interest Payments	Total Payments
2026	\$ 61,268	\$ 13,028	\$ 74,296
2027	65,373	11,152	76,525
2028	69,669	9,150	78,819
2029	74,165	7,019	81,184
2030	17,610	5,589	23,199
2031 to 2035	107,488	19,373	126,861
2036 to 2038	74,788	3,320	78,108
	\$ 470,361	\$ 68,631	\$ 538,992

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

8. LEASE LIABILITY AND RIGHT-TO-USE ASSET (CONTINUED)

Amount of Lease Assets by Major Classes
of Underlying Asset (Right-to-Use Asset)

Asset Class	At June 30, 2025		
	Lease Asset Value	Accumulated Amortization	Net Value
	Broadcast Facilities	\$ 544,336	\$ (90,386)

Changes in Right-to-Use Asset

	Balance at July 1, 2024	Additions	Reductions	Balance at June 30, 2025
Broadcast Facilities				
EIP Holdings	\$ 287,488	\$ -	\$ -	\$ 287,488
Kersey	-	256,848	-	256,848
Total	287,488	256,848	-	544,336
Accumulated Amortization				
Broadcast Facilities				
EIP Holdings	19,775	19,241	-	39,016
Kersey	-	51,370	-	51,370
Total	19,775	70,611	-	90,386
Total Lease Assets, Net	\$ 267,713			\$ 453,950

9. PENSION PLAN - PERS

The Station contracts with the Eugene School District No. 4J for all employees who are members of PERS. All PERS contributions are made by the District on the Station's payroll and are included in the District's financial statements. Total employer PERS contributions for the years ended June 30, 2025 and 2024, were \$88,554 and \$95,713, respectively.

KRVM 91.9 – KRVM 1280 AM
EUGENE, OREGON
NOTES TO THE BASIC FINANCIAL STATEMENTS

10. IN-KIND CONTRIBUTIONS

In-kind contributions of property and professional services recorded as revenue and expense in the accompanying Statements of Revenues, Expenses, and Changes in Net Position consist of the estimated fair value for the following:

	<u>2025</u>	<u>2024</u>
Rental Value of Space - Kersey	\$ 7,294	\$ 7,294
Rental Value of Space - Winchester Hill	6,600	6,600
Station Operating Expense	28,605	33,903
Fundraising Membership	11,934	16,287
Total In-Kind Contributions	<u>\$ 54,433</u>	<u>\$ 64,084</u>

The above table does not include in-kind contributions (Donated Facilities) from Eugene School District No. 4J. shown on the Statements of Revenues, Expenses, and Changes in Net Position.

SUPPLEMENTARY INFORMATION

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KRVM - RADIO OF EUGENE SCHOOL DISTRICT NO. 4J

Schedules of Functional Expenses - Program Services

for the Years Ended June 30, 2025 and 2024

2025

	Program Services			
	Programming and Productions	Broadcasting	Program Information	Total
Salaries, Wages and Benefits	\$ 168,801	\$ 125,401	\$ -	\$ 294,202
Property Services	-	16,488	-	16,488
Professional Services	-	23,512	-	23,512
Travel	-	117	-	117
Communication	-	-	10,951	10,951
Supplies and Materials	-	1,297	-	1,297
Non-consumable Items	-	71,415	-	71,415
Computer Software and Hardware	-	1,427	-	1,427
Dues and Fees	-	1,335	-	1,335
Depreciation	-	5,111	-	5,111
Amortization	-	70,611	-	70,611
Bad debt expense	-	2,435	-	2,435
Indirect Administrative Support	-	75,936	-	75,936
Total Expenses	\$ 168,801	\$ 395,085	\$ 10,951	\$ 574,837

2024

	Program Services			
	Programming and Productions	Broadcasting	Program Information	Total
Salaries, Wages and Benefits	\$ 157,046	\$ 119,301	\$ -	\$ 276,347
Property Services	-	17,057	-	17,057
Professional Services	-	22,583	-	22,583
Travel	-	754	-	754
Communication	-	-	8,142	8,142
Supplies and Materials	-	5,294	-	5,294
Non-consumable Items	-	68,094	-	68,094
Computer Software and Hardware	-	3,252	-	3,252
Dues and Fees	-	1,308	-	1,308
Depreciation	-	5,456	-	5,456
Amortization	-	68,757	-	68,757
Indirect Administrative Support	-	72,482	-	72,482
Total Expenses	\$ 157,046	\$ 384,338	\$ 8,142	\$ 549,526

KRVM - RADIO OF EUGENE SCHOOL DISTRICT NO. 4J

Schedules of Functional Expenses - Support Services

for the Years Ended June 30, 2025 and 2024

2025

	Support Services			
	Management and General	Membership Development	Underwriting and Grants	Total
Salaries, Wages and Benefits	\$ 75,916	\$ 49,048	\$ 133,773	\$ 258,737
Property Services	12,026	-	-	12,026
Professional Services	17,150	-	-	17,150
Travel	85	-	-	85
Communication	1,040	6,947	-	7,987
Supplies and Materials	319	626	-	945
Non-consumable Items	52,090	-	-	52,090
Computer Software and Hardware	1,041	-	-	1,041
Dues and Fees	973	-	-	973
Interest Expense	13,740	-	-	13,740
Indirect Administrative Support	-	55,386	-	55,386
Total Expenses	\$ 174,380	\$ 112,007	\$ 133,773	\$ 420,160

2024

	Support Services			
	Management and General	Membership Development	Underwriting and Grants	Total
Salaries, Wages and Benefits	\$ 72,088	\$ 45,750	\$ 130,903	\$ 248,741
Property Services	12,327	-	-	12,327
Professional Services	16,320	-	-	16,320
Travel	546	-	-	546
Communication	766	5,119	-	5,885
Supplies and Materials	1,290	2,536	-	3,826
Non-consumable Items	49,213	-	-	49,213
Computer Software and Hardware	2,350	-	-	2,350
Dues and Fees	945	-	-	945
Interest Expense	8,277	-	-	8,277
Indirect Administrative Support	-	52,385	-	52,385
Total Expenses	\$ 164,122	\$ 105,790	\$ 130,903	\$ 400,815



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 18, 2026

Title

Approve Bond Project – Multi-Site Pavement Slurry Sealing

Presenter

Ryan Spain, Director of Facilities

Background

As part of ongoing facility improvements, the District is planning for parking lot repairs and maintenance at five school sites. These upgrades, funded through available General Obligation Bond funds, will enhance safety, accessibility, and longevity of the parking lots. Work has been scheduled for the summer of 2026 at South Eugene High School, Awbrey Park, Buena Vista, Twin Oaks, and Willagillespie Elementary Schools.

Budget/Resource Implications:

Multiple bids were received. The successful bid by Pave Northwest was \$250,000 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to Pave Northwest for the multi-site pavement slurry sealing improvements in the amount \$250,000 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 18, 2026

Title

Approve Bond Project – Multi-Site Paving Improvements

Presenter

Ryan Spain, Director of Facilities

Background

As part of ongoing facility improvements, the District is planning for parking lot paving improvements at three school sites. These upgrades, funded through available General Obligation Bond funds, will enhance safety, accessibility, and longevity. Paving work has been scheduled for the summer of 2026 at Churchill High School, Spencer Butte Middle School and at the Fox Hollow Campus.

Budget/Resource Implications:

Multiple bids were received. The successful bid by RiverBend Construction was \$849,650 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to RiverBend Construction for the multi-site paving improvements project in the amount \$849,650 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 18, 2026

Title

Approve Bond Project – South Eugene Window Replacement

Presenter

Ryan Spain, Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance at every 4J school. This specific project includes the design for window replacement at South Eugene High School. Improvements will replace end of life single pane windows with new insulated double pane window along with new interior shades. Capital improvement has already completed 2 phases in prior years. This award includes required construction for the first of two construction phases of the window replacement. The first is planned for the summer of 2026 and the last over the 2027 summer.

Budget/Resource Implications:

This award includes all design services for the final two phases of the South Eugene High School window replacement projects and will be funded from available General Obligation Bond funds. Multiple bids were received and the recommended award is to Bridgeway Contracting for \$1,593,268.

Recommendation

The superintendent recommends the award to Bridgeway Contracting for the South Eugene High School window replacement project design in the amount \$1,593,268, funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 18, 2026

Title

Approve Bond Project – Multi-Site HVAC Improvements

Presenter

Ryan Spain, Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. The district is moving forward with installing air conditioning in schools that currently do not have it. Adams, previously approved, is nearly complete and this action item is phase one of two multi-site phases completing five additional sites. Phase one includes Buena Vista, Charlemagne, Spring Creek, Willagillespie, and Twin Oaks. While not all areas of each building will be cooled, the focus is on student-based learning spaces such as classrooms. Some exterior construction work will be coordinated during the school year, with efforts to minimize classroom impacts and reserve interior work for non-student times.

Budget/Resource Implications:

This purchase includes all labor and materials for the HVAC Improvements at Buena Vista, Charlemagne, Spring Creek, Willagillespie, and Twin Oaks and will be funded from available General Obligation Bond funds. Multiple bids were received and the recommended award is to FM Sheet Metal for \$3,013,255.

Recommendation

The superintendent recommends the award to FM Sheet Metal for the Multi-Site HVAC Improvements in the amount \$3,013,255 funded from General Obligation Bond funds.



ITEM FOR INFORMATION

Date of Meeting:

February 18, 2026

Title:

Update on Eugene School District 4J's Community Care System

Presenters:

B Grace Bullock, Administrator, Prevention & Mental Health Services
Trista Neuman, Community Care Specialist, 15th Night Program Coordinator
Mary Kate Coy, Community Care Specialist, McKinney Vento Liaison

Background:

The Community Care System and its team are dedicated to ensuring that a student's background or circumstances do not determine his/her/their individual academic success and flourishing. The Oregon Department of Education (ODE) [Community Care Strategy](#) was developed and implemented by 4J's Prevention and Mental Health Services Administrator while serving as the Director of Mental Health at the Oregon Department of Education in collaboration with the UO Suicide Prevention Laboratory and four Oregon school districts.

Initiated in September 2025, 4J's Community Care System features Community Care Specialists; linguistically and culturally responsive staff who triage basic needs, provide emotional support and system navigation, and link students and their families with needed goods and services. The Specialist team includes two Family Resource Navigators, a 15th Night Coordinator, and three McKinney Vento Liaisons. Embedded within the district Mental Health System of Care, this small team of Specialists collaborate with school counselors, school-based mental health therapists and psychologists, and building staff and administrators district-wide. Specialists connect students and families with a broad spectrum of services including food, housing, clothing, transportation, health and mental health care, and community, local, state and federal-level resources. This is achieved through the continuous development and cultivation of robust partnerships with a vast array of community partners in Lane County's system of care.

To set the foundation for 4J's Community Care System, the team completed several needs assessment and resource mapping projects that identify and leverage existing district and school supports and examine challenges, gaps and opportunities. This information is being used to develop a comprehensive referral ticketing system and expand 4J's Rapid Access

Network (RAN) in partnership with 15th Night, to include all middle and high schools by the end of the 2025-2026 school year. Simultaneously, the team continues to serve students and families at a time when the districts' mental health, health, and socioeconomic challenges continue to escalate, and federal, state, and county resources are diminished. Despite these barriers, the team remains committed to serve a pivotal role in promoting the well-being of the 4J community.

Eugene School District 4J

Equity, Excellence, Innovation

Community Care System

79



What 4j community is asking for

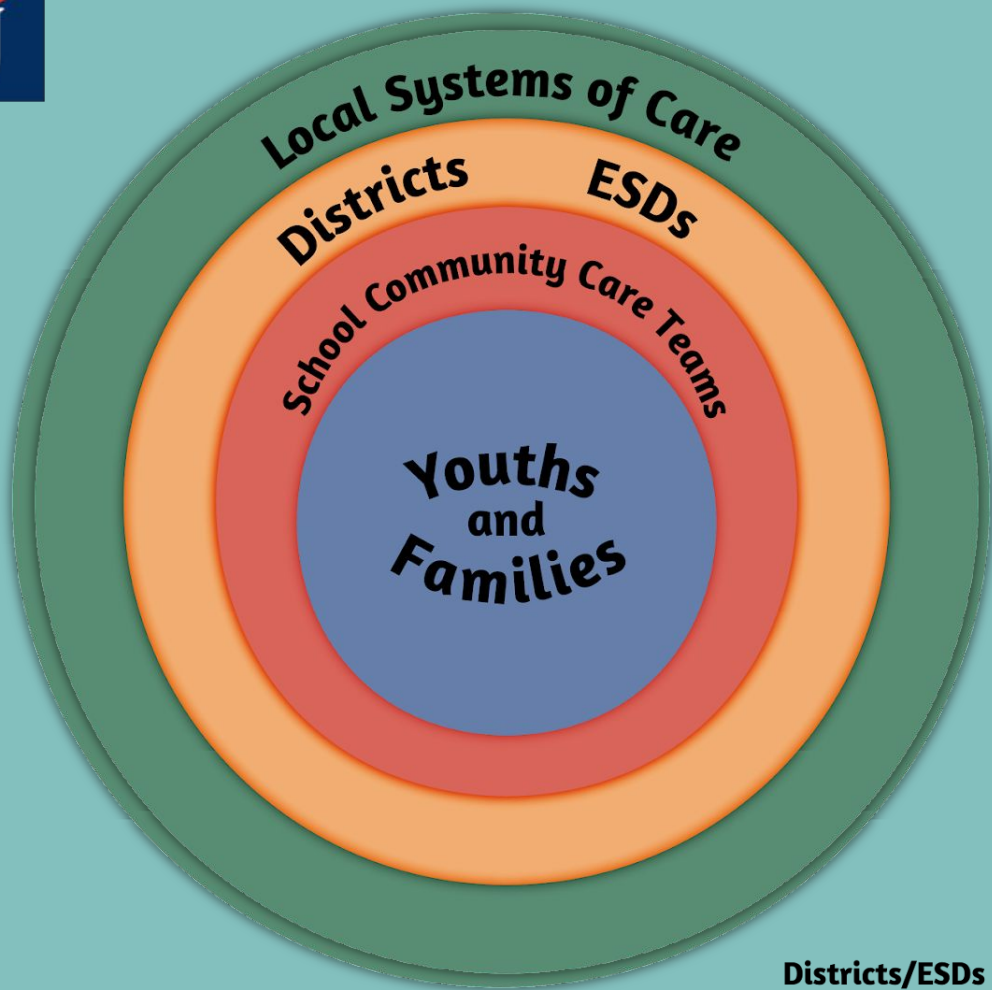
- Increased mental health supports (Tiers 1-3).
- **Coherent, family-friendly systems with clear care pathways and processes to address basic needs.**
- **Leveraging of existing resources, reduce redundancies and inefficiencies.**
- **Lessen district staff burden to provide health/mental health support.**
- **Linguistically and culturally attuned services and supports.**
- Reduce chronic absenteeism.
- Improve teaching, learning, and 4-year graduation rates.



Community Care

- Based on “building bridges” to serve youth and families.
- **Build upon existing investments, workforce, strengths, collaborations and partnerships.**
- **Embed dedicated, Community Care Specialists in regions to provide emotional support and system navigation.**
- Strengthen collaborations between school mental health/counseling, student services, instruction, and community partners.





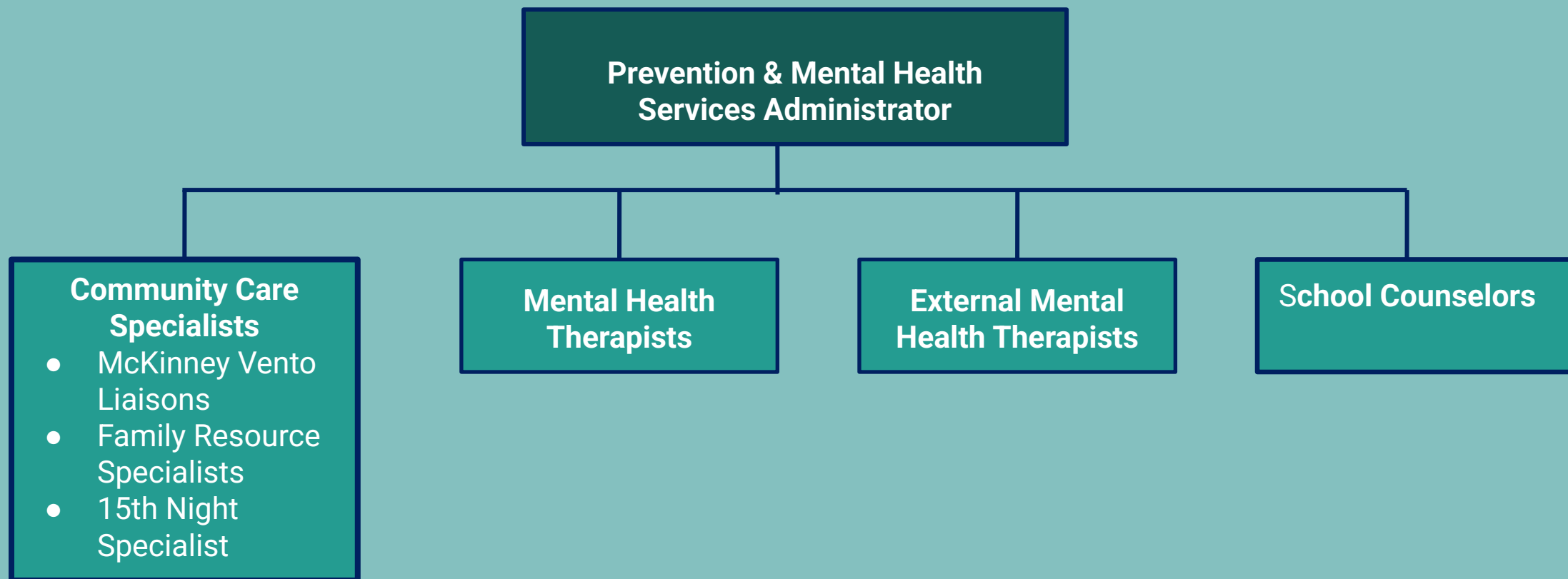
Local Systems of Care
Districts
ESDs
School Community Care Teams
Youths and Families



Affinity Groups	Behavioral Health	Behavioral Health
Charitable Foundations	Childcare	Administrators
Clothing	Communicable Disease Prevention/Intervention	Community Care Coordinators
Communication	Coordinated Care Organizations	Equity Administrators
Corrections	Crisis Response	Mental Health Contractors
Early Childhood Education	Emergency Care	Mental Health Administrators
Employment	Faith Groups	Occupational Therapy/Physical Therapy Speech and Language Therapy
Family Serving CBOs	Financial Institutions	School Based Health Centers
Home Health	Housing	School Psychologists
IDD Services	In-Patient Care	School Safety & Prevention Specialists
Juvenile Justice	Oregon Department of Human Services	Suicide Prevention Teams
Parenting Support	Parks & Recreation	
Prenatal Care	Primary Care	
Public Health	Respite	
Specialty Care	Substance Use Disorder Prevention/Intervention	
Transportation	WIC	
Youth Serving CBOs		

Administrators	Community Care Specialists
Family Support Specialists	Graduation Coaches and Career Counselors
Health/Sexual Education	Health Navigators
Mental Health Practitioners	Mental Health Support Teams/Behavioral Health Providers
Nurses	Nutrition Services
Pregnant and Parenting Teen Programs	Professional Learning Circles
P.E Educators	School Counselors
School Based Health Center Providers	SEL Specialists
School Social Workers	Staff Wellness Coordinators
Special Educators	Substance Use Educators
STD Prevention	
Teachers on Special Assignment	

Mental Health & Well-being System





Community Care Specialists



- **Primary function:** provide access to, and stability within school via providing linguistically and culturally attuned emotional support, and basic needs system navigation, and referrals to students and families.
- **3 focal areas in 4J**
 - Family/Student Support Specialists
 - Rapid Access Network Coordinator
 - McKinney Vento Liaisons

Staff well being
Inclusive spaces
Health fairs
Resiliency building
Food shortage relief
Snack backpacks
program
Haircuts
Open houses
Childcare
Financial
Student self-referrals
Sports registration
School provided
English language
Holiday
Migrant student
therapy classes
gift program
support
Student Success
Special Ed.
Summer
Housing
room
advocacy
programming
support
Clothing



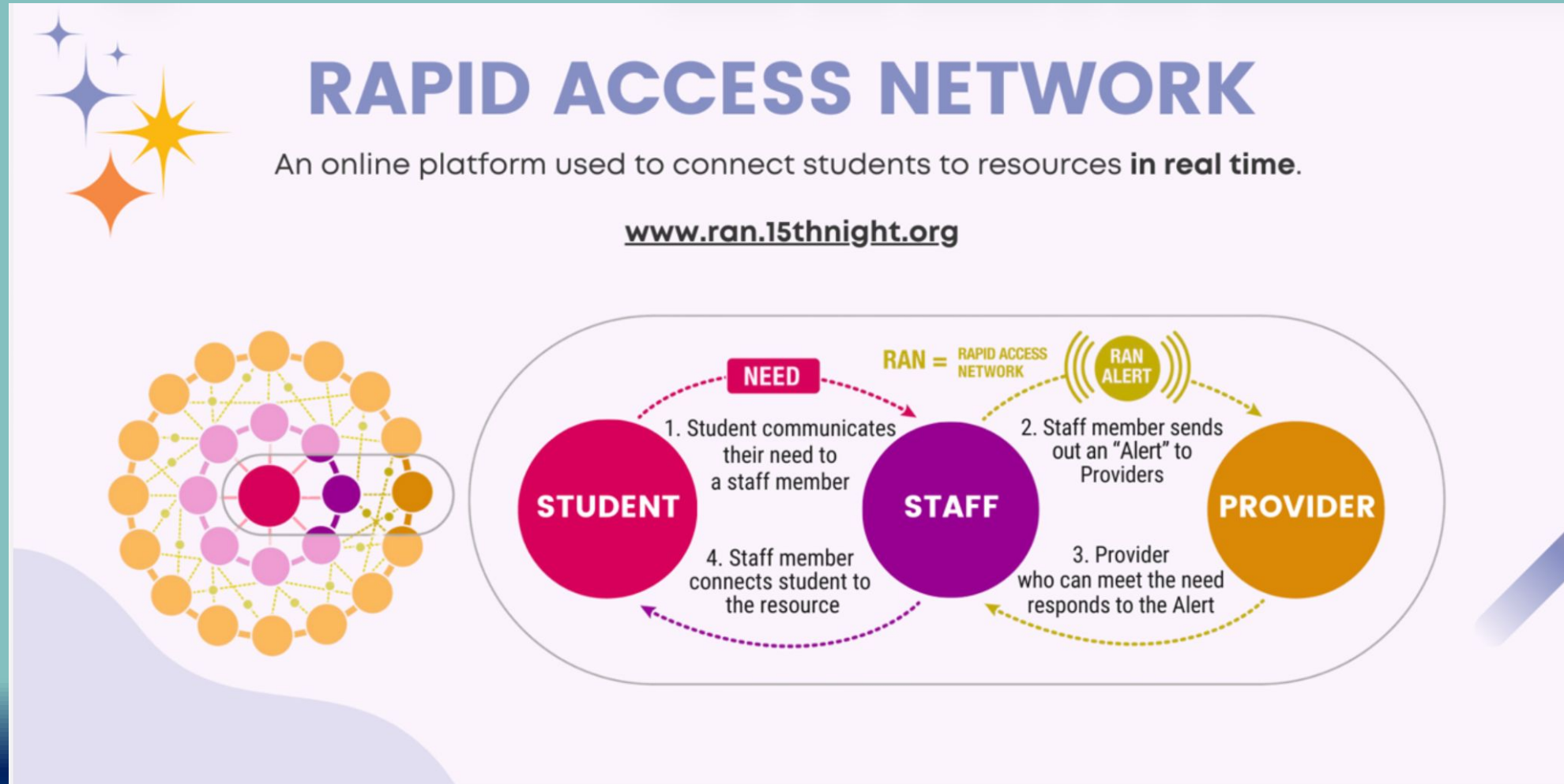
Community Care Specialist Focal Area 1

Family/Student Support Specialists

- **Primary function:** provide linguistically and culturally attuned emotional support, and health and mental health, and basic needs system navigation and referral to students and families
- **Focus:**
 - identify basic student and family needs
 - work collaboratively with administrators, mental health/health providers, school staff and community partners to address needs
 - respond via innovative, community-driven strategies
 - liaise with qualifying assistance programs/RAN
 - provide warm handoffs for services, school transitions...
 - case coordination, documentation

85

Community Care Focal Area 2





Community Care Focal Area 3

McKinney Vento

- **Primary function:**
Ensuring that students experiencing homelessness have access to educational opportunities equal to those of their housed peers through targeted removal of barriers and support in meeting the basic needs required for attending school and maintaining educational stability. ⁸⁷
- **Focus:**
 - Assistance with school enrollment
 - Coordinating school transportation
 - School supplies and extracurricular fees
 - System navigation including support with SNAP, OHP, FAFSA
 - Connections to community resources - shelter/housing, food, clothing, hygiene products, etc.
 - and more!

Community Impact

Thank you again for the help this takes a weight off my shoulders

If you can do that I'd greatly appreciate it! We are super hungry.

Thank you so much. You and your organization are amazing! God bless!

😁 And he used the last Walmart giftcard to get clothes. I just want you know, how much I appreciate all you do for him!!! 😊

hey there! i just wanted to send you a message saying thank you for helping us so much. [redacted] is finally enrolled and we're doing a tour of the school on monday to get her familiar with classes. you've been so kind, supportive, and understanding to the both of us whilst supporting in every way

If possible to get assistance for food one more time before the 1st would be so amazing! It's never been this hard for my family...

Current challenges/barriers

- Need outweigh staff capacity
- Budget cuts to essential services (housing, food benefits, mental health, case management)
- Increased acuity of mental health crises in community
- Increased prevalence of poverty, houselessness and food insecurity
- Stress on community services who offer support



Future directions

- Referral ticketing system expansion
- Implementation of RAN to all middle schools (end of 25-26 school year)
- Creating of regional RANs for elementary schools
- Incorporation of mental health referrals into RAN system
- Build out of RAN to collect service utilization data for decision-making
- Expanding communication and professional learning regarding CC Team and its functions
- Increased integration with district mental health team values and practices.





Thank you!



91



ITEM FOR INFORMATION

Date of Meeting:

February 8, 2026

Title:

Receive Information on Senate Bill 141 – Oregon’s Statewide Accountability Framework

Presenters:

Oscar Loureiro, Director of Research and Planning

Carmen Xiomara Urbina, Chief of Staff

Background:

Senate Bill 141 (SB 141), known as the 2025 Education Accountability Act, establishes a new statewide accountability framework for Oregon’s public education system. The law is designed to increase coherence, transparency, equity, and measurable improvement across districts. It shifts the focus from one-time performance reporting to sustained growth.

SB 141 applies not only to school districts, but across the entire education system — including the Oregon Department of Education (ODE), the Legislature, Education Service Districts, Tribes, and community partners. The intent is to create shared accountability for student outcomes at every level.

In response to SB 141, ODE developed an Accountability Implementation Action Plan outlining how the state will implement the law. This includes:

- Establishing a statewide continuum of supports for districts based on need and performance
- Expanding public transparency and access to district performance data
- Streamlining reporting and consolidating grant requirements
- Strengthening ODE’s internal systems to ensure effective implementation

The law also includes formal reporting requirements to the Legislature beginning in 2026 and 2028, including statewide comparative outcome reports. As a result, district growth targets and progress will become increasingly visible and publicly comparable.

What SB 141 Requires of 4J

Under SB 141, Eugene School District 4J must:

1. Establish measurable growth targets for the seven required “Common Metrics.”
2. Select one “Local Metric” from a state-approved menu.
3. Monitor progress consistently and report outcomes publicly.
4. Align to a state-approved interim assessment in English Language Arts and Mathematics.

The seven required Common Metrics are:

- On-Time Graduation Rate
- Five-Year Completion Rate
- Ninth-Grade On-Track
- Eighth-Grade Mathematics Proficiency
- Third-Grade Literacy
- Regular Attendance
- Early-Grade Attendance

These metrics span the full K–12 system and are designed to reinforce system alignment. They reflect both academic outcomes — across all subject areas, not just English Language Arts and Mathematics — and nonacademic outcomes for students. Improvement in early literacy and attendance supports middle school success, which in turn strengthens high school trajectory and graduation outcomes.

In addition, districts must select one Local Metric. The recommended Local Metric for 4J is Academic Growth in English Language Arts and Mathematics.

This option:

- Spans grade levels
- Strengthens the required metrics upstream
- Allows measurement of growth for all students
- Aligns with existing instructional priorities
- Is feasible within current fiscal constraints

Selecting Academic Growth positions 4J to focus on instructional coherence and measurable progress across grade bands.

Comparison and Public Reporting

ODE has placed 4J in Group 1, Cluster 1, for growth comparison purposes. This means 4J will be compared to districts with similar characteristics, including Bend–LaPine, Greater Albany, Portland, Springfield, Tigard–Tualatin, and West Linn–Wilsonville. Comparisons will focus on growth over time, not solely on raw proficiency rates. However, district progress will be publicly reported and included in statewide comparative reports beginning in 2028. This increases transparency and reinforces the importance of consistent monitoring and alignment.

Assessment Requirements and Fiscal Implications

A significant operational requirement under SB 141 is the adoption of a state-approved interim assessment in English Language Arts and Mathematics.

The estimated annual assessment cost is approximately \$250,000, not including:

- Professional learning
- Implementation support
- Data integration and reporting systems

4J does not currently use one of the state-approved interim assessments. Planning for adoption must occur in FY 2026–27, with readiness required by FY 2027–28. ODE is exploring potential state funding support, but no commitments have been finalized. This requirement has both fiscal and implementation implications for the district.

What 4J Needs to Be Prepared to Do

In order to meet SB 141 requirements responsibly and effectively, 4J must be prepared to:

1. Set clear, measurable, multi-year growth targets aligned to the seven Common Metrics and selected Local Metric.
2. Align internal systems — instructional, attendance, equity, and student support — around those shared targets.
3. Develop or refine monitoring systems to track progress consistently.
4. Prepare for the adoption and implementation of a state-approved interim assessment, including budget planning.
5. Ensure public communication and transparency regarding growth targets and progress.
6. Monitor ODE’s evolving Continuum of Supports structure and respond appropriately if additional state oversight or support structures apply.

SB 141 defines the outcomes districts must measure. It does not prescribe specific strategies. This allows 4J to align SB 141 implementation with our broader strategic priorities and fiscal realities.

Strategic Context for 4J

SB 141 arrives at a time when 4J is focused on strengthening coherence across instructional systems, student supports, and resource allocation within a constrained fiscal environment.

The district’s approach is to implement SB 141 in phases:

- Phase 1: Define success and set growth targets.
- Phase 2: Align strategies and investments.
- Phase 3: Implement and monitor with fidelity.

This sequencing ensures fiscal responsibility while maintaining alignment.

Board Awareness Moving Forward

1. Growth Target Development & Approval

As SB 141 implementation progresses, one of the Board’s primary oversight responsibilities will be the review and approval of measurable, multi-year growth targets for the seven required Common Metrics and the selected Local Metric. These targets will shape public reporting and statewide comparisons beginning in 2028.

The Board’s role is to ensure the targets are ambitious yet attainable, aligned with district priorities, and supported by realistic capacity for monitoring and improvement.

2. Assessment Adoption & Fiscal Planning

SB 141 requires 4J to adopt a state-approved interim assessment in English Language Arts and Mathematics, with an estimated annual cost of approximately \$250,000, not including professional learning and implementation supports

The Board should remain aware of:

- Total multi-year cost implications
- Implementation timeline
- Training and data integration needs
- How assessment data will inform instructional practice

The State has provided districts with FY 2026–27 as a planning and preparation year. 4J will use this time intentionally to align systems, train staff, and prepare for implementation. Our commitment is to enter FY 2027–28 fully prepared for full implementation — without delay or excuses.

3. Strategic Alignment & Coherence

SB 141 should function as an anchoring accountability framework, not a parallel initiative. As budget, programmatic, and staffing decisions come before the Board, it will be important to consider how those decisions support progress toward SB 141 growth

targets. The Board's oversight role includes ensuring district investments reinforce instructional coherence and measurable outcomes.

4. Public Transparency & Legislative Reporting

SB 141 increases public visibility of district performance. Growth targets and progress will be included in expanded state dashboards and legislative reports beginning in 2026 and 2028. The Board should expect regular updates on district progress and ensure that communication with the community is clear, transparent, and proactive.

5. State Oversight & Continuum of Supports

ODE is developing a statewide Continuum of Supports framework tied to district performance. While details are still emerging, growth outcomes may influence the level of state support or monitoring over time. Ongoing awareness of 4J's position relative to peer districts will allow for a proactive response if needed.

Closing Perspective

SB 141 represents a structural shift in statewide accountability. For 4J, it requires disciplined goal setting, careful alignment of systems and resources, thoughtful assessment planning, and transparent monitoring of progress.

Our responsibility is to meet statutory requirements while ensuring implementation strengthens system coherence, advances equitable outcomes, and remains fiscally responsible.



SB 141: Phase 1 Overview

Common & Local Metrics

FY 2026–27 Alignment & Strategic Planning

Presented by Oscar Loureiro & Carmen Xiomara Urbina
Eugene School District 4J

What Is SB 141?

SB 141 establishes a **statewide accountability framework** for how districts define, align, and monitor improvement over time.

Under SB 141, districts must:

- Set growth targets for **7 required common metrics**.
- Select **1 local metric** from a state-approved menu.
- Monitor progress **consistently and transparently**.

Key Emphases

- Growth over time (not one-time performance).
- Alignment across grade bands and systems.
- Equity-centered improvement.
- Clear outcomes **without prescribing strategies**.

4J must set growth targets for:

- On-Time Graduation Rate
- Five-Year Completion Rate
- Ninth-Grade On-Track
- Eighth-Grade Math Proficiency
- Third-Grade Literacy
- Regular Attendance
- Early-Grade Attendance

Together, these metrics span the **entire K-12 system** and reflect cumulative system performance.

The 7
Required
Common
Metrics

The Local Metric

In addition to the common metrics, SB 141 requires districts to select **one local metric** from the following menu:

- Academic Growth (ELA & Math)
- Multilingual Proficiency
- 5th-Grade Science
- Postsecondary Readiness
- Career & Workforce Readiness

The local metric should anchor system wide coherence.

Recommended Local Metric

Academic Growth in English Language Arts & Mathematics

Why This Matters

- Applies across **all grade bands (K-8)**
- Reinforces shared instructional expectations
- Strengthens – rather than competes with – the required common metrics

101

This metric functions as an engine for improvement, not a side initiative.

Where Eugene SD 4J Will Be Compared

Under SB 141, Eugene School District 4J has been placed by ODE in:

Group 1, Cluster 1

This means 4J will be compared for **growth and progress** alongside districts with similar system characteristics, including:

- **Bend–LaPine Administrative SD 1**
- **Greater Albany Public SD 8J**
- **Portland SD 1J**
- **Springfield SD 19**
- **Tigard–Tualatin SD 23J**
- **West Linn–Wilsonville SD 3J**

These districts share comparable factors such as:

- District size
- Student demographics
- Levels of poverty and mobility
- Regional context and access to higher education

Comparisons will focus on **growth over time**, not raw performance.

Interim Assessments (3 Times a Year in ELA and Math in K- 8)

4J will need to pick one of these 4 interim assessments approved by ODE using the process to be determined by ODE:

Proposed State-Approved Interim Assessments

- Curriculum Associates – *i-Ready*
- Cambium Assessment, Inc. – *Smarter Balanced Interims*
- Renaissance – *STAR Reading & Mathematics*
- Houghton Mifflin Harcourt – *MAP Growth*

Our likely choice in 2019-20 (FastBridge) is not one of the 4

4J does not currently use any assessments on the proposed list

Would be required to adopt and implement two new interim assessments:

- One for English Language Arts
- One for Mathematics

SB 141 (Accountability Bill): What We Know So Far

SB 141 is a **phased accountability framework** focused on growth, coherence, and transparency – not a one-year compliance exercise.

What We Know Now

- The State Board has **approved a list of interim assessments** for SB 141.
- Districts will need to align to one of these options.
- Estimated assessment cost is **approximately \$250,000 annually, not including:**
 - Professional learning
 - Implementation support
 - Data integration and reporting
- ODE is actively exploring **state funding support** for assessment costs.



What This Means for 4J

FY 2026–27

- 4J will continue using current assessments.
- Phase 1 remains focused on goal-setting, alignment, and planning.

FY 2027–28

- Districts must be ready to implement SB 141-aligned assessments.
- Final implementation will be guided by:
 - ODE guidance
 - Funding decisions
 - Local capacity and readiness

Phase 1 Focus

2025-2027

Defining what success looks like —
not how it will be achieved.

Phase 1:

- Sets districtwide **growth goals**.
- Aligns directly with SB 141 requirements.
- Anchors future strategy, investment, and monitoring decisions.

Phase 1 **does not**:

- Prescribe instructional or programmatic strategies.
- Commit resources prematurely.
- Create parallel or competing initiatives.

Key Takeaways

- SB 141 implementation is **phased, intentional, and multi-year.**
- 4J is **not rushing implementation without clarity.**
- Phase 1 ensures we remain:
 - Aligned
 - Prepared
 - Fiscally responsible
 - Focused on coherent system improvement

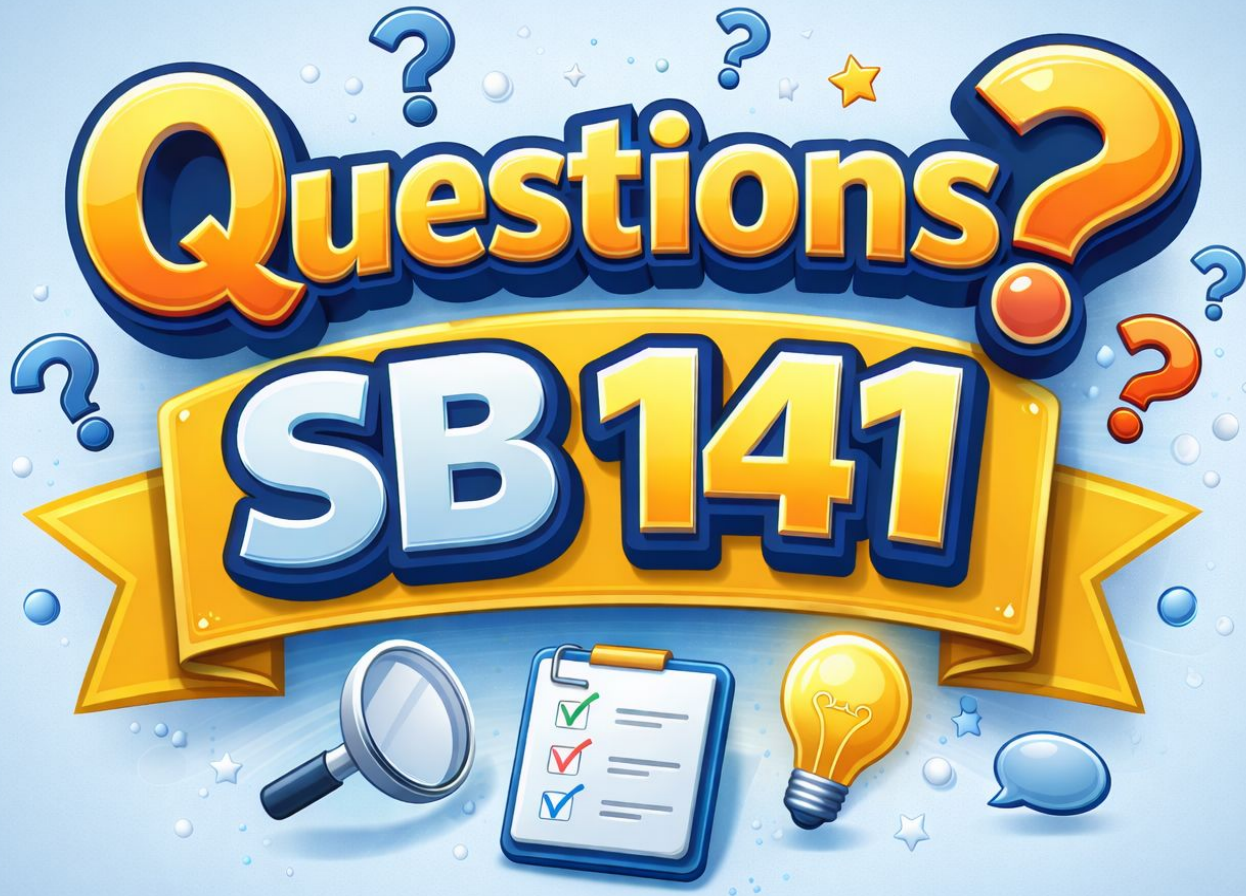
Project Leadership

Oscar Loureiro & Carmen Xiomara Urbina

Responsibilities

- Coordinate SB 141 planning and phased implementation.
- Monitor ODE guidance, timelines, and requirements.
- Bring updates, options, and recommendations to **ELT** and **IC**.

Project management details will be finalized once **ODE** guidance is complete.





ITEM FOR INFORMATION

Date of Meeting:

February 18, 2026

Title:

Receive Monthly Finance Report

Presenter:

Matt Brown, Director of Financial Services

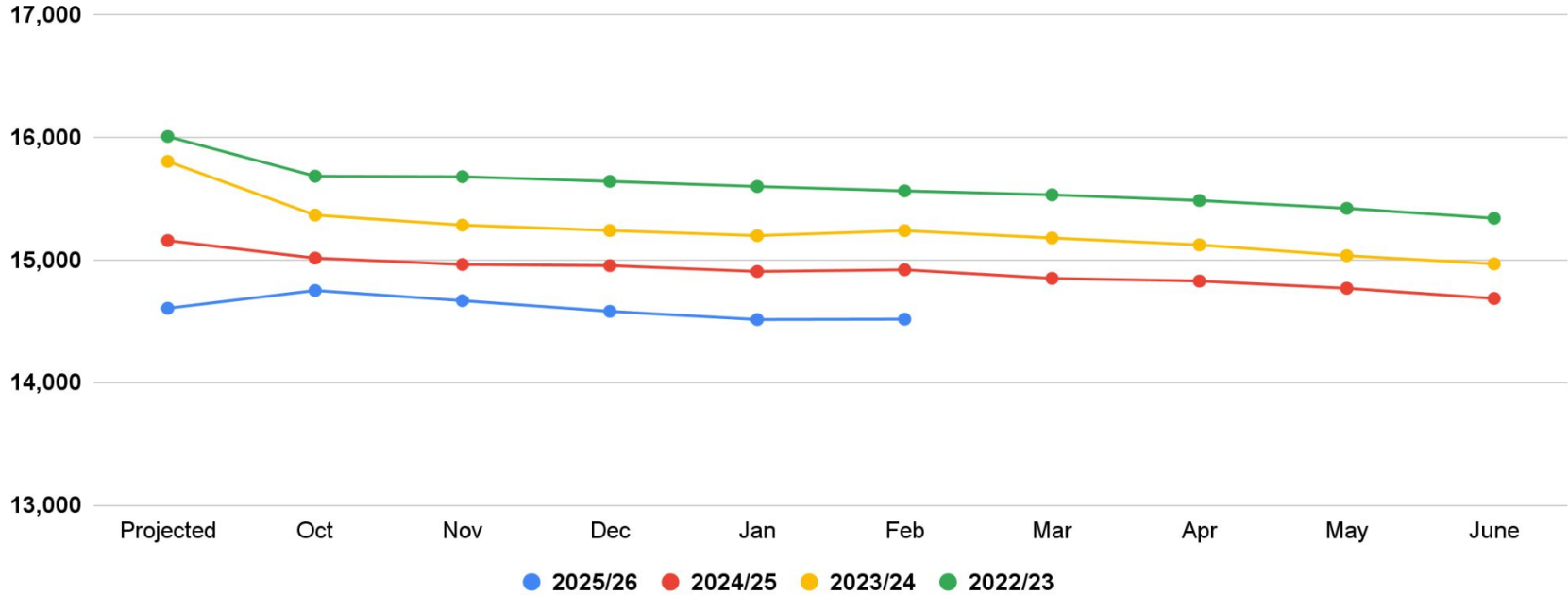
Background:

The Board will receive monthly financial reports from the Finance Director throughout the 2025-26 School Year. The intention is to keep the Board informed of where the district is financially throughout the year. Staff want to ensure board members have the opportunity to ask questions as we go through the year and begin our budget process for the 2026/27 year.

Financial Update

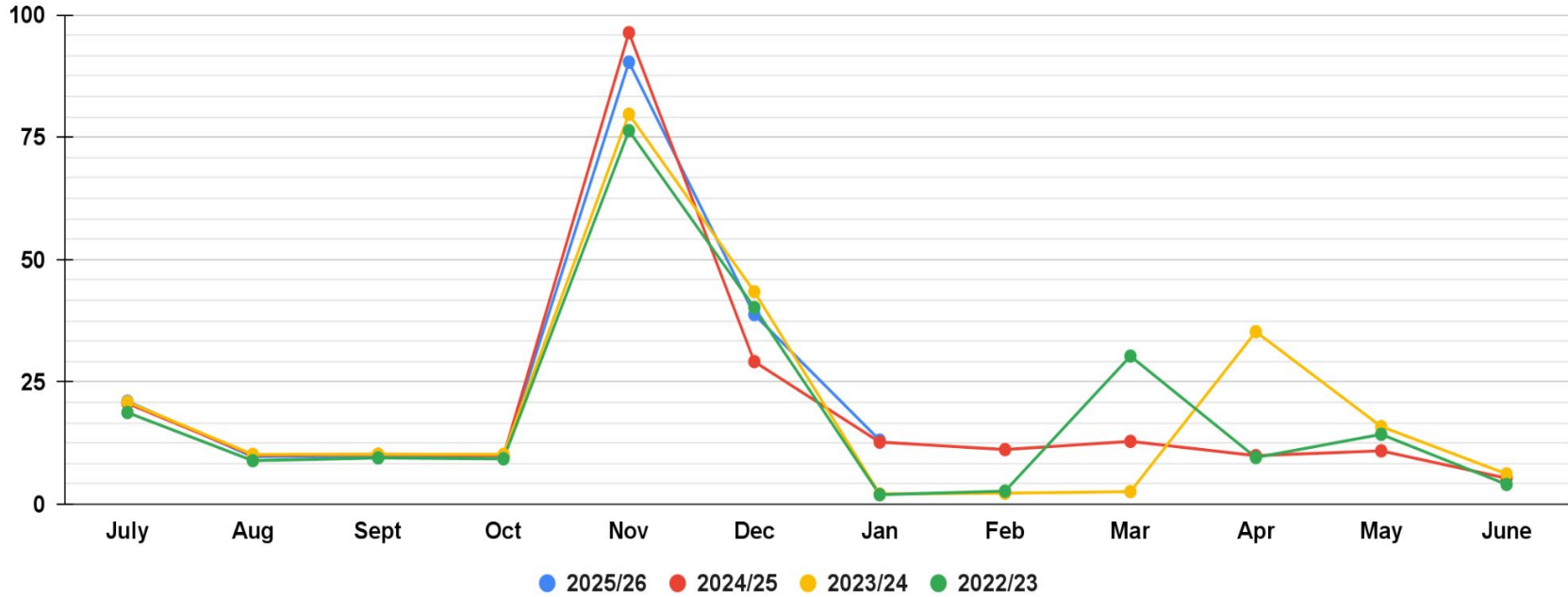
As of Jan 2025

Enrollment



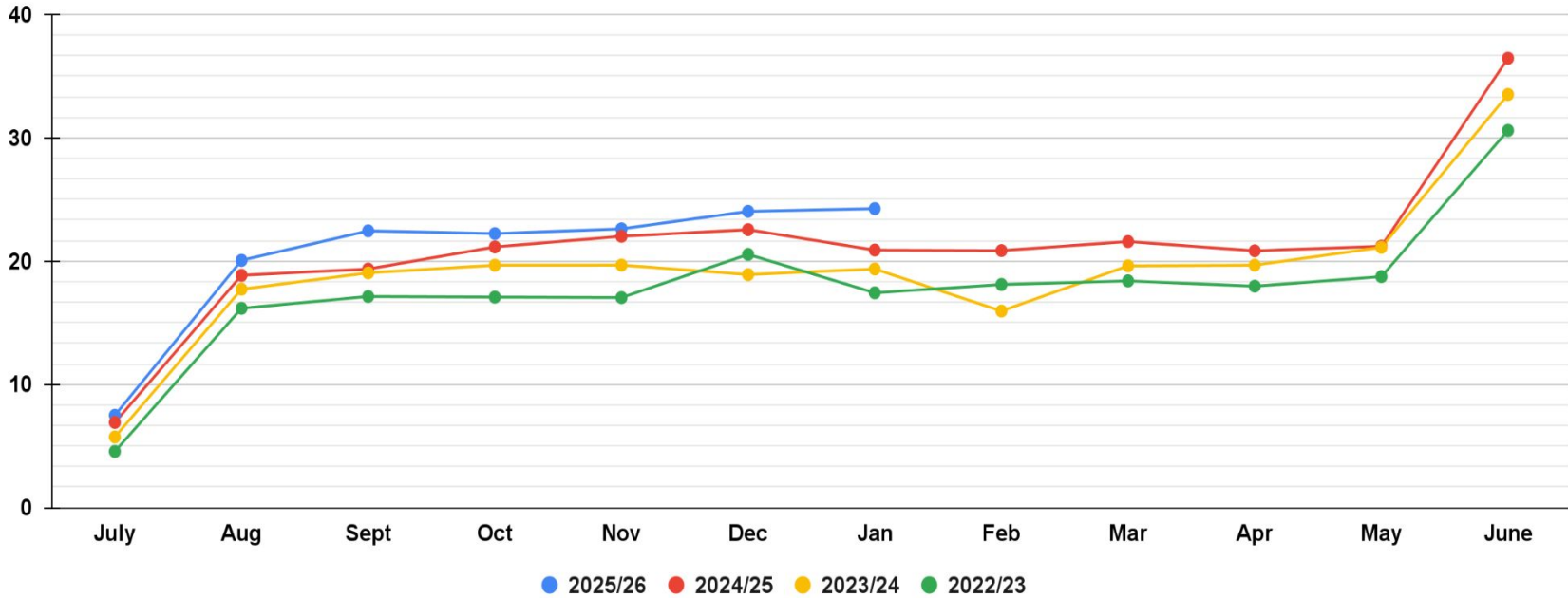
<u>ENROLLMENT</u>	<u>Projected</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	14,604	14,749	14,666	14,579	14,512	14,515				
2024/25	15,156	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,802	15,364	15,282	15,238	15,196	15,237	15,177	15,121	15,033	14,966
2022/23	16,005	15,681	15,677	15,639	15,597	15,561	15,529	15,483	15,419	15,338

General Fund - Revenue



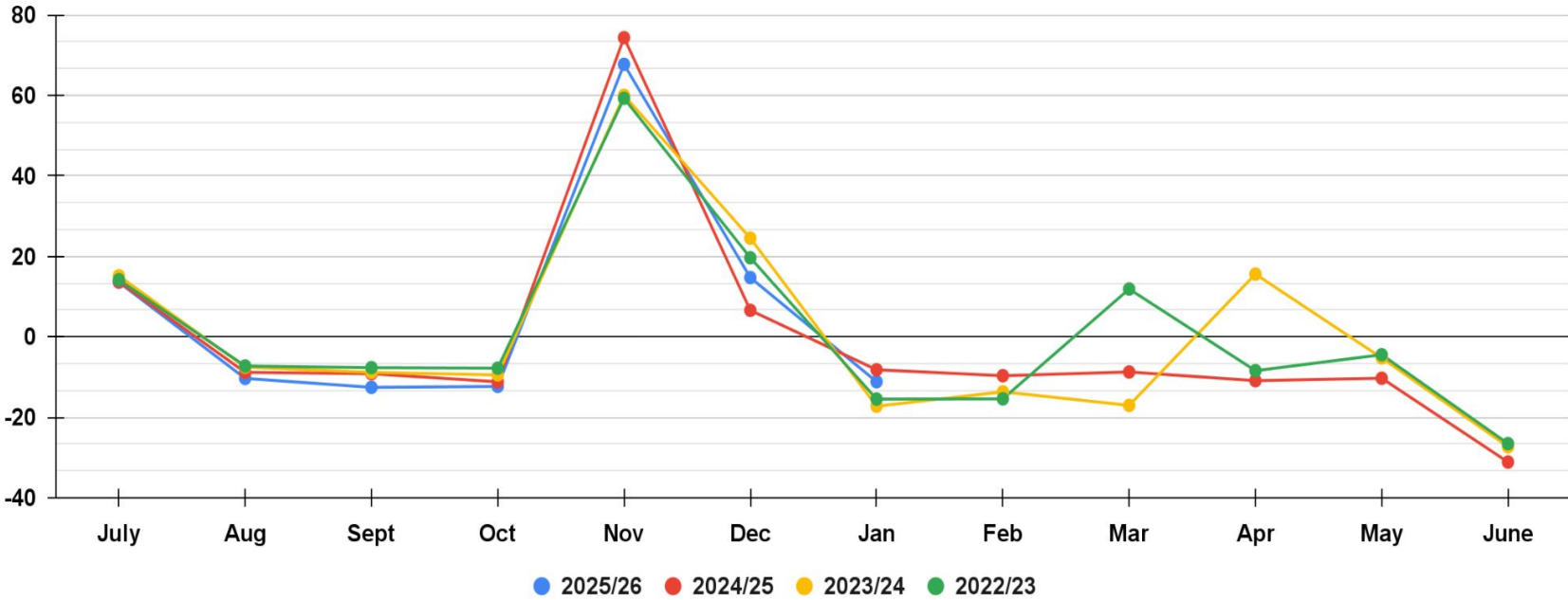
GF REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	21,033,913	9,703,021	9,877,390	9,881,313	90,336,330	38,750,069	13,076,069					
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800
2022/23	18,727,498	8,891,854	9,449,751	9,265,344	76,320,493	40,184,494	1,930,780	2,664,988	30,255,670	9,529,786	14,267,164	4,028,977

General Fund - Expenses



GF EXPENSES	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	7,489,442	20,059,732	22,453,511	22,231,543	22,615,980	24,034,624	24,253,686					
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,452,683
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,336
2022/23	4,558,690	16,168,123	17,127,312	17,076,632	17,035,305	20,542,359	17,426,381	18,100,383	18,391,142	17,963,367	18,737,148	30,597,333

General Fund Over/Under Spending



<u>GF Over/Under</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	13,544,471	-10,356,711	-12,576,121	-12,350,230	67,720,350	14,715,445	-11,177,617					
2024/25	13,684,957	-8,844,080	-9,192,432	-11,205,488	74,348,655	6,580,000	-8,206,638	-9,688,509	-8,754,960	-10,920,986	-10,309,869	-31,152,888
2023/24	15,153,208	-7,556,167	-8,848,675	-9,493,857	60,018,526	24,518,179	-17,266,705	-13,692,808	-17,056,562	15,576,488	-5,251,899	-27,329,536
2022/23	14,168,808	-7,276,269	-7,677,561	-7,811,288	59,285,188	19,642,135	-15,495,601	-15,435,395	11,864,528	-8,433,581	-4,469,984	-26,568,356

FINANCIAL SUMMARY							
	<u>General Fund</u>	<u>Special Funds</u>	<u>Debt Service</u>	<u>Capital Funds</u>	<u>Insurance Funds</u>	<u>Trust Fund</u>	<u>All Funds</u>
Beg. Bal. (Audited)	44,572,481	9,513,689	9,731,433	89,835,868	15,286,331	162,409	169,102,210
Revenue	192,658,105	18,598,373	36,316,929	1,578,862	17,546,592	38,870	266,737,731
Expenditure	143,138,518	22,827,904	6,273,599	15,683,487	24,172,599	29,030	212,125,137

GENERAL FUND BUDGET TO ACTUAL				
	<u>Orig. Budget</u>	<u>Actual</u>	<u>%</u>	<u>PY %</u>
Beginning Balance	46,307,000	44,572,481	96%	
Revenue	252,082,000	192,658,105	76%	63%
Expenditures	279,314,890	143,138,518	51%	44%
Contingency	8,118,077	0		
Unappropriated	10,956,033	0		

Forecast Update

As of 1/30/26

Assumptions for 2026-27

Revenues

- Property Taxes: 3.5% increase & 95% Collection
- Local Option Levy: 4.5% increase
- SSF: 51% Part of Biennium & Extended ADMw

Expenses

- 5% COLA increases for EEA, OSEA, and Non-bargaining
- Assumption of “up-to reductions” from all 3 phases
- Increased unemployment expenditures
- PERS full rates for 3 months (PERS side account expires)
- Reduction of 2% for other expenditures

Assumptions Further Out

Revenues

- Property Taxes: 3.5% increase & 95% Collection
- Local Option Levy: 4.5% increase
- State School Fund: 51% part of biennium and extended ADMw

Expenses

- \$1.5M in staff vacancy savings
- Assuming an average of 3% increases for other expenditures
- Transfers consistent with 2026-27 levels

Forecast



120



ITEM FOR ACTION (Second Read)

Date of Meeting:

February 18, 2026

Title:

Consider for Approval Year Two of the 2025-27 Lane Education Service District Local Service Plan

Presenter:

Dr. Miriam Mickelson, Superintendent

Summary:

At the February 4, Regular Board Meeting, the Board received a presentation from Tony Scurto, Superintendent of Lane Education Service District (ESD) and Linda Hamilton, Lane ESD Board Member, for the 2025-27 Lane Education Service District Local Service Plan.

Tonight, the 2025-27 Lane Education Service District Local Service Plan is presented as an Item For Action (Second Read).

Background:

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

The Local Service Plan contains all services mandated by law. These services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies. This plan includes services for:

1. Students with special needs
2. School improvement
3. Technology
4. Administrative and support
5. Additional services

The 2025-27 Local Service Plan is included in the board packet. Action by component district boards is required by March 1.

Recommendation:

The superintendent recommends approving the Lane Education Service District Local Service Plan.



2025-2027 (Year Two)

Local Service Plan

Our shared commitment to equity, empowerment, and collaboration in education.

About Lane Education Service District

Lane Education Service District (ESD) provides services to sixteen component districts in Lane County. Our purpose is to **SERVE** our communities!

Support - Provide comprehensive services in technology, school improvement, special education, and administrative services that support our component districts' missions to achieve equitable outcomes for all students.

Empower - Empower educators, students, and communities by offering professional development and innovative programs to enhance culturally responsive-sustaining learning experiences.

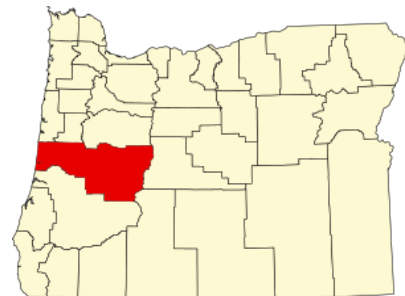
Resource - Deliver fiscally sound services that support equitable allocation for students countywide.

Vision - Cultivate a clear vision for educational excellence and equity, guiding strategic planning, and fostering a shared mission among Lane County's invested communities.

Engage - Promote engagement and collaboration among educators, families, and community partners to create a supportive educational environment that promotes justice-centered engagement for all invested communities.

Component School Districts

Bethel	Mapleton
Blachly	Marcola
Creswell	McKenzie
Crow-Applegate-Lorane	Oakridge
Eugene	Pleasant Hill
Fern Ridge	Siuslaw
Junction City	South Lane
Lowell	Springfield



Purpose of the Local Service Plan

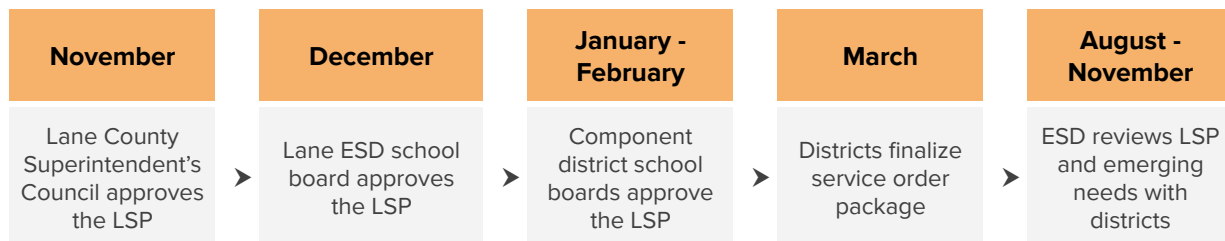
The Local Service Plan is a foundational document for Lane ESD and our component school districts, designed to outline the range of services and programs offered to support district needs. Its primary purpose is to define the services available and clarify how resources, staffing, and funding will be allocated to support districts effectively. With this document, districts can make informed decisions about which services best align with their unique needs and goals, selecting from available services each year.

Additionally, the Local Service Plan plays an essential role in promoting equity and access by ensuring that all districts—regardless of their size or individual resources—have the opportunity to access crucial educational services, especially in areas where Lane County’s smaller districts may struggle to provide these independently. The plan also promotes accountability and transparency, clearly documenting the services to be delivered and setting mutual expectations for the ESD and our component districts. This transparency enables stakeholders to assess service outcomes and effectiveness.

Recommended Use of the Local Service Plan

The district may:

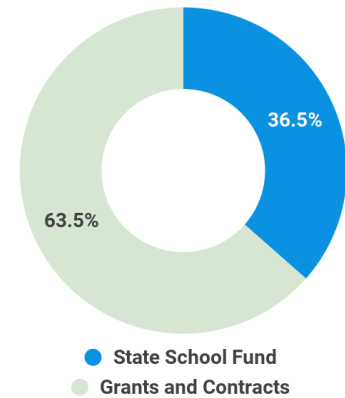
- familiarize itself with funding structures and services in the Local Service Plan.
- assess their needs and priorities to meet their goals and mission.
- determine which ESD services could provide valuable support or enhancement.
- submit its service order package to the ESD by March 31st, 2026.
- review the document throughout the year to determine if additional services are needed.



How Services are Funded

State School Fund resources are provided to ESDs to offer services for children with special needs, technology, school improvement, and administrative support to component school districts as described in the Local Service Plan. Pursuant to ORS 327.019, 90% of these resources are allocated to component school districts based on weighted student population (ADMw). Of the amount allocated to districts, approximately 12% goes directly to services available to all districts (Core Services), while approximately 88% is allocated as flex funds, which can be used to purchase services through the local service plan menu (Menu Services or Custom Services).

Local Service Plan Resources



Core Services provide stability and flexibility in meeting student needs where the level of support may vary from district to district and year to year; this commitment supports the equitable distribution of resources for students county-wide and basic operational needs.

Menu Services are optional for districts to choose from using their allocated Flex funds and individual district budgets.

Custom Services can be requested by an individual district or group of districts based on a specific need. These services may include staffing or the provision of services.

Grants and Contracts support specialized, innovative, and often temporary programs or services with qualifying conditions at no cost to districts. The ESD intentionally applies for grants that extend the services of the four component areas provided through the State School Fund to support the educational mission of the county.

State and Federal Contracts are in place to ensure that the ESD supports school districts in implementing state and federal educational policies and programs, complies with mandates, and provides specialized services.

Grants are targeted funds that the ESD has identified and applied for to support specific educational programs and initiatives for the component districts.

Core Services

Core services are available to all component districts at no cost and represent approximately 12% of the local service plan allocations to districts.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills High-Cost Pool	Provides funds to districts with an overrepresentation of Life Skills students (including districts that do not participate in the ESD Life Skills consortium).
Technology Support	Network Services	Provide high-speed internet access, CIPA-compliant internet filtering, 24-7 internet connectivity monitoring, and utilization reporting with reliability and equitable access as the focus areas.
	Professional Development	Organize regional professional development opportunities and support local partnerships, including an internship program.
	Technology Leadership	Facilitate opportunities for regional technology leaders to provide problem-solving collaboration, job-alike groups, state and regional initiatives, consortium purchases, lifecycle plan assistance, and director mentoring and coaching.
	Grant Support	Assistance in the writing, coordination, and implementation of county-wide grant activities
	Cybersecurity	Assist with developing and maintaining incident response plans, cybersecurity handbooks, insurance compliance, vulnerability scanning and reports.
School Improvement Services	Curriculum and Instruction*	General education curriculum and instructional services include professional development, coaching, and consultation to assist districts in curriculum adoption, instruction, and assessment. Lane ESD has content specialists in Health, Social Studies/Ethnic Studies, English Language Arts, Math, Science, Career Connected Learning, and Project Based Learning.
	Curriculum Leaders*	This network meets monthly during the school year and comprises district and building administrators from all 16 component districts. Experts on topics of interest give presentations, the work of component districts is featured, resources are shared, and leaders can network with job-alikes across districts.

	Promise Programs	The Lane Regional Promise supports teachers in obtaining College Now endorsements to offer college credit for courses taken in high school.
	Lane Career Academy	The Lane Career Academy collaboration provides Lane County students with technical education to access high-wage, high-demand jobs. Current programming includes HOPE Factory (construction/manufacturing); future programming to include Emergency Medical Services (EMS) and Behavioral Health.
Administrative and Support Services	Home School	Home Schooling is a mandated service in which Lane ESD is responsible for accepting notifications from parents or guardians who intend to educate their children at home. Lane ESD is a primary information source for parents, students, schools, and districts. The ESD is also responsible for monitoring compliance with homeschool notification requirements, monitoring academic progress requirements, and providing detailed reports to districts.
	Attendance and Truancy Services*	Attendance and truancy support assist component school districts in meeting legal requirements regarding mandatory school attendance. This is a state-mandated service for districts with less than 1,000 students.
	Connected Lane County	A contribution to Connected Lane County supports the collaborative work between districts, industry partners, workgroups, and community organizations to create opportunities and prepare underserved youth for their lives beyond high school.
	Oregon Licensed Contract Dashboard	Subscriptions to RS2's interactive Oregon Licensed Contract Dashboard provide access to licensed salary, benefits, insurance contributions and work schedules with the ability to create custom comparison groups.

* Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).

Menu Services

Menu services are available for individual districts to purchase as needed using flex funds or other district resources.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills Consortium Placements	<p>The Life Skills Education Program serves students with moderate, severe, and profound disabilities. Kindergarten through grade 12 classrooms are located in several elementary, middle, and high schools throughout Lane County. Students ages 18-21 are served in the Transitions Program.</p> <p>The Intensive Services Program (ISP) serves students whose support needs require environmental modifications that may not be feasible on a general education campus.</p>
	Lane School Placements	Lane School is a structured behavior and academic program for kindergarten through grade eight students who experience significant behavioral, social, and educational difficulties.
	Behavior Disorder Consultants	Behavior Disorder Consultants provide in-service training and consultation to districts for behavior and classroom management and strategies for working with students identified as having emotional and behavioral disabilities.
	School Psychologists	School Psychologists provide assessments to assist districts in determining student eligibility for special education, coordination assistance, and consultation with district staff, parents, and other professionals.
	Speech Language Pathologists	Speech Language Pathologists (SLPs) support districts in assessing and providing Individualized Education Plan (IEP) related services to students with communication disorders, including articulation, cognition, language, literacy, social skills, fluency, voice, and hearing. SLPs also support Safe Eating Teams, helping establish and train protocols and guidelines for safe eating at school.
	Augmentative Communication	Augmentative Communication services include evaluation, IEP support, programming equipment, and consultation with classroom teachers and specialists.

	Direction Service	Direction Service provides information and referral services to parents and districts regarding specialized services for families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution.
	Sign Language Interpretation Services	Sign Language Interpreters facilitate communication for Deaf or Hard of Hearing (DHH) students during school hours and for school-related activities. Interpreters may also act as a resource or provide training to staff and students. Interpreters may also offer services to provide ADA accommodations for school staff and families.
	MLK Jr. Education Center	The Martin Luther King, Jr. Education Center is a partnership between Lane ESD and the Lane County Department of Youth Services, providing an educational program for students with an active case with the Department of Juvenile Justice.
	Nursing Services	School Nurses provide services for students with medical conditions that may interfere with their ability to participate in their educational program. School Nurses develop Health Management Protocols, which outline specific supports needed for each student, train staff to recognize and respond to students' medical needs, and delegate medication administration and health protocols.
Technology Support	Application Hosting and Management	Cloud and on-prem solutions, e.g. video streaming services, backup solutions, help desk solutions, cloud solutions and applications, and technology inventory solutions.
School Improvement Services	Career and Technical Education	Career and Technical Education (CTE) staff provide leadership and services to districts so that students can enhance their 21st-century technical skills, career exploration, and successful transition to work or extended schooling.
	Library Services	Library services support districts in meeting Division 22 library and media services standards. Professional development, coaching, and consultation are provided for districts that elect this service.
Administrative and Support Services	Substitute Teacher List Subscription	Lane ESD maintains a list of approved substitute teachers and provides support with registration, training, and orientation to applicants.
	Courier Services	Lane ESD's courier services provide an efficient and secure method of moving materials between the ESD, districts, and other public agencies.

Grants and Contracts

Through support from grants and contracts, Lane ESD provides certain value-added services at no cost to districts. Programs and descriptions that are underlined have been identified by the state for potential cuts in 2026 - 2027.

SERVICE AREA	PROGRAM	DESCRIPTION
<u>Programs for Children with Special Needs</u>	Early Intervention / Early Childhood Special Ed	Contracted service with the University of Oregon Early Childhood CARES. Grant provides EI (birth-3) and ECSE (3-5) education services to all Lane County resident families with children with qualifying special education eligibility.
	Lane Regional Inclusive Services	LESD Regional Inclusive Services works in collaboration with Local School Districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, Families, and Community Agencies to provide specialized educational support for children with low incidence disability eligibility, including Autism Spectrum Disorder (ASD), Orthopedic Impairments (OI), Traumatic Brain Injury (TBI), Visual Impairments (VI), Deaf/Hard of Hearing (DHH), and DeafBlind (DB). This grant also supports audiology referrals and a Hearing Assistive Technology Equipment Lending Library.
	State Hospital	The Oregon State Hospital Education Program offers opportunities for 18 to 21-year-olds to continue their education while in the hospital setting.
	Juvenile Detention Education Program	The Juvenile Detention Education Program (JDEP), funded by the Oregon Department of Education, provides educational and re-entry transitional services to students housed overnight in county juvenile detention facilities.
	Regional Technical Assistance Program	Lane ESD provides local-level options for professional development and technical assistance within the general supervision areas (special education and federal title programs).

School Improvement Services

<u>Western Regional Education Network</u>	<u>The Western Regional Educator Network (WREN) encompasses the 28 school districts in Lane ESD and Linn-Benton-Lincoln ESD. It is an educator-led, improvement-focused network that elevates teachers' voices, emphasizes the Lane ESD Equity Lens to interrupt historical patterns of inequities, and supports educators in creating more inclusive and empowering school cultures. Professional development, coaching, and consultation are provided.</u>
<u>Teacher Pathways*</u>	<u>This Grow Your Own (GYO) grant funded program works to diversify the K-12 education workforce in Lane County by recruitment, selection, clinical practice, hiring placement, and induction support for pre-service teachers centered on building culturally responsive affinity groups.</u>
Social Emotional Learning*	Professional development, coaching, and consultation are provided to component districts to meet their goals of authentic implementation of Oregon's Transformation Social Emotional Learning (TSEL) standards,
School Safety and Prevention*	Technical expertise, training, and system development is provided to districts in responding to threats of violence and suicide. Our SSPS is the lead responder and coordinator of the Tragedy Response Team.
Student Voice*	Professional development, coaching, and consultation are provided to implement ongoing student voice and engagement for district/school strategic planning and continuous improvement.
LGBTQ2SIA+ Student Success	This grant funds technical assistance, professional development, curriculum development, and resources, to ensure focal LGBTQ2SIA+ students and their families are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Latinx Student Success	This grant funds technical assistance, professional development, curriculum development, and resources to ensure focal LatinX Students are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Native Youth Wellness*	This grant funds the Native Youth Wellness program (NYW). NYW provides professional development on Tribal History/Shared History and TSEL, culture nights, student affinity groups, coaching on tribal education programs, equity, and culturally sustaining pedagogy.
Advanced Manufacturing & Construction	This grant supports a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.
Behavioral Health Career	This grant provides curriculum, training, and work-based experiences focused on mental and behavioral health pathways between districts

Pathways	and industry partners via Lane Career Academy. Prioritizes rural and underserved communities.
Team Oregon Build	Professional development and technical assistance is provided on hands-on construction projects. The project provides pathways for career development while addressing the urgent need for safe and sustainable housing.
Healthcare Workforce Development	Coordinate scholarship and training support to remove cost barriers for students to participate in Behavioral Health and Emergency Services pathways within Lane Career Academy.
LaneSTEM*	<u>Lane ESD supports Science, Technology, Engineering, and Math (STEM) education in partnership with LaneSTEM through workshops, school site consultation, classroom coaching, and grant partnerships.</u>
Early Literacy*	Lane ESD supports district implementation of their Early Literacy plans by coordinating professional development via Oregon Department of Education contractors and community partners.
Administrative Burden Reduction*	Technical assistance completing state and federal required reporting, grant applications, and data collections. The focus is primarily on small/rural districts, but Integrated Guidance technical assistance is provided for all component districts.
21st Century Community Learning Centers*	Crow-Applegate-Lorane, McKenzie, Mapleton, and Siuslaw are in a consortium for the 21st Century Community Learning Centers (CCLC) grant. Lane ESD provides oversight and technical assistance on the completion of grant requirements.
English Language Development*	English Language Development (ELD) services include technical assistance relating to curriculum, instruction, assessment, and educational learning platforms. Train general education teachers to learn how to integrate the English Language Proficiency (ELP) standards into their regular curriculum.
Migrant Education	Lane ESD coordinates a regional Migrant Education Program (MEP) consortium serving Lane and Douglas counties, including 29 school districts. MEP provides supplemental instruction, community outreach, and parent involvement for eligible MEP students, including summer school, graduation, and preschool services for students ages 3-21.
EA/IA Professional Development*	Lane ESD contracts with Cultivate at the University of Oregon to provide professional development modules for Education / Instructional Assistants.

Portrait of a Graduate*

Lane ESD contracts with Cosgrave and Swanson to consult rural districts on developing and implementing Portrait of a Graduate.

** Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).*

Appendix - Links to Other Information

Student Success Act Comprehensive Support Plan

Lane ESD’s Student Success Act Comprehensive Support Plan is provided to assist districts with developing and implementing their Integrated Plans for the implementation of the Student Success Act. ***Services are detailed throughout this Local Service Plan and indicated with an (*)***.

Lane ESD Budget and Financial Reports - Lane ESD’s annually adopted budgets and audit reports can be found on the Lane ESD website at <https://lesd.k12.or.us/administration/business-services>.

Lane ESD Equity Lens - Lane ESD's Vision, Mission, and Purpose are at the center of all decisions made within the agency in service of our county. We employ our Equity Lens and adapt our Equity Tools to meet the needs of the decision at hand by including multiple perspectives, determining the problem to be solved, evaluating potential positive and negative impacts on our students, families, and districts, examining resources available, and at all times orient ourselves toward justice centered engagement while operating in a fiscally responsible and responsive manner. See more at <https://lesd.k12.or.us/strategic-plan>.

Lane ESD Contact Information - For questions, please contact supt-office@lesd.k12.or.us