

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, September 2, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via **Zoom Webinar at: <https://4j-lane-edu.zoom.us/j/95182566139> Webinar ID: 951 8256 6139**
A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment
The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment at a board meeting. Requests to provide public comment must be submitted **no later than 5:00 p.m. on the Monday before the meeting.**

**6:00 PM
Regular Board Meeting**

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Board Chair Welcome
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent's Report
- VI. Hearing of the Public (Public Comment)
- VII. Comments by Employee Groups

- VIII. **Consent Group - Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes For: 3
– August 19, 2026, Work Session
 - 2. Approve revisions to the 2026-27 Board Meeting Calendar 9
Presenter: Dr. Miriam Mickelson, Superintendent
 - 3. Approve Routine Personnel Actions 11
Presenter: Brooke Wagner, Assistant Superintendent

- IX. **Items for Information**
 - 1. Receive the Monthly Financial Report 13
Presenter: Bob Blyth, Associate Director of Financial Services
 - 2. Receive Nutrition Services 2026-27 School Year Update 28
Presenter: Jill Cuadros, Director of Nutrition Services
 - 3. Receive Information Regarding Senate Bill 141 Update – 4J 37
Performance Growth Targets
Presenters:
Brooke Wagner, Assistant Superintendent
Dan Farley, Director of Technology
Carmen Urbina, Chief of Staff
Oscar Loureiro, Director of Research and Planning

- X. **Items for Action**

1.	Approve Revised Board Goals	83
	Presenter: Ericka Thessen, Board Chair	
2.	Approve Board Values and Beliefs	85
	Presenters: Ericka Thessen, Board Chair and Maya Rabasa, Vice Chair	
3.	Review the Budget Committee Selection Process for 2026-27	87
	Presenter: Ericka Thessen, Board Chair and Bob Blyth, Associate Director of Finance	
XI.	Items for Action at a Future Meeting	
1.	Consider for Approval Policy KNA – Immigration Enforcement on District Property (Required)	94
	Presenter: Carmen Urbina, Chief of Staff	
2.	Consider Scheduling A Fall Board Retreat	106
	Presenter: Ericka Thessen, Board Chair	
XII.	Committee Reports by Individual Board Members	
XIII.	Consider Board Requests for Agenda Items or Information	
XIV.	For the Good of the Order	
XV.	Adjourn	

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:
September 2, 2026

Title:
Approve the DRAFT Board Meeting Minutes for:

- August 19, 2026 Board Work Session

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

Date: August 19, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session 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 August 14, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Brooke Wagner, Assistant Superintendent of Administrative Services
Bob Blyth, Associate Director of Finance
Kelly McIver, Director of Communications
Cynthia Calletano, Executive Assistant to the Chief of Staff & Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office
Steve Shiningier, Network Services Manager

STUDENT REPRESENTATIVES:

None

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins Easton, Oregon School Employees Association (OSEA) Chapter 1 President

MEDIA:

KRVM

I. CALL TO ORDER AND ROLL CALL

Chair Thessen called the Eugene School District 4J Board of Directors' (BOD) work session to order at 6:03 p.m.

II. BOARD CHAIR WELCOME

Chair Thessen welcomed attendees and recognized district staff returning for the school year. She reported a change – the BOD will receive monthly budget updates during the first Board meeting of the month and information about teaching and learning topics will occur during work sessions.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. HEARING OF THE PUBLIC

There were no individuals present to provide public comment.

V. COMMENTS BY EMPLOYEE GROUPS

There were none.

VI. CONSENT GROUP - ITEMS FOR ACTION

1. APPROVE ROUTINE PERSONNEL ACTIONS

There was no discussion.

2. APPROVE MEMORANDUM OF AGREEMENT (MOA) WITH EMPLOYEES ASSOCIATION OF SUBSTITUTE TEACHERS (EAST)

There was no discussion.

3. APPROVE A CONTRACT FOR NUTRITION SERVICES WITH EMERALD FRUIT AND PRODUCE CO., INC.

There was no discussion.

**4. APPROVE THE DRAFT BOARD MEETING MINUTES FOR:
– AUGUST 5, 2026 BOARD MEETING**

There was no discussion.

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

VII. ITEMS FOR INFORMATION

1. RECEIVE BOARD COMMITTEE ASSIGNMENTS

Chair Thessen stated that each Board member has volunteered to serve on two committees. The Charter School Committee has yet to be assigned. She listed the following assignments:

- Chair Thessen:
Legislative Committee and Long-Range Facilities and Bond Planning Committee
- Vice Chair Rabasa:
Policy Committee and Workforce Negotiations Ad Hoc Committee
- Ms. Munro:
Policy Committee and Long-Range Facilities and Bond Planning Committee
- Mr. Di Liberto:
Eugene Education Foundation (EEF) and Workforce Negotiations Ad Hoc Committee
- Mr. Hamilton:
Legislative Committee and Lane ESD Budget Committee (alternate).
- Ms. Jonak:
Lane Council of Governments (LCOG) and Lane ESD Budget Committee
- Ms. Newman:
Legislative Committee and Workforce Negotiations Ad Hoc Committee

VIII. ITEMS FOR ACTION

1. APPROVE EUGENE SCHOOL DISTRICT 4J ORGANIZATIONAL CHART

There was no discussion.

MOTION: Chair Thessen moved to approve the Eugene School District 4J organizational chart as presented. Ms. Jonak seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.**

2. APPROVE REVISED BOARD GOALS

The Board briefly discussed the Board Goals, including a need to revisit Board Goal #1.

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

3. APPROVE PROPOSED REVISIONS TO BOARD LEGISLATIVE PRIORITIES FOR THE 2026-27 SCHOOL YEAR

Ms. Newman briefly reported information related to proposed revisions to Board legislative priorities. She received Board feedback related to Oregon Senate Bill 141: 2025 Education Accountability Act. Board members requested the bill be closely tracked.

Ms. Munro suggested replacing the word “any” with “and/or” in the second bullet point.

MOTION: Vice Chair Rabasa moved to approve the legislative priorities for school year 2026-27 with suggested language changes. Ms. Jonak seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL BOARD CORE VALUES AND GUIDING BELIEFS (FORMERLY WORKING AGREEMENTS)

Vice Chair Rabasa engaged the Board in a thorough review of the recommended Core Values and Guiding Beliefs. She said the updated document reflects declarative values statements linked to beliefs as well as language edits for clarity.

Board members carefully reviewed the document before engaging in a round of high detail wordsmithing and formatting.

Vice Chair Rabasa said the handbook will be revisited in the future. A final copy of the Core Values and Guiding Beliefs will be shared prior to approval at the next Board meeting.

X. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman said the Legislative Breakfast has been scheduled. The Workforce Negotiations Ad Hoc Committee held their first meeting and it was well attended. She reported on the success of the Eugene Education Foundation (EEF) retreat.

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

Mr. Di Liberto requested ongoing reports related to the integration of SB 141.

XII. FOR THE GOOD OF THE ORDER

Chair Thessen said the Back-to-School Kickoff Event is happening on Wednesday, September 2, 2026 at 7:30 a.m.

XIII. ADJOURN

Chair Thessen adjourned the work session at 7:36 p.m.

Miriam Mickelson, Superintendent

Ericka Thessen, Chair

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

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
September 2, 2026

Title:
Approve Revisions to the 2026-2027 Board Meeting Calendar

Presenter:
Dr. Miriam Mickelson, Superintendent

Background:
The Board of Directors traditionally meet on the first and third Wednesday of the month.

Staff are proposing revisions to the current Board Meeting Calendar. A copy of the revised calendar for board meetings scheduled in the 2026–27 school year is included in the packet. The revision moves the last meeting in June from the 16th to the 23rd to accommodate school graduation schedules.

Recommendation:
The superintendent recommends approval of the revised 2026–27 board meeting calendar.

2026-27 Calendar

Scheduled Regular Board Meetings and Board Work Sessions

Eugene School District 4J Board of Directors

July 1, 2026 - June 30, 2027

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

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board</u>
Wed., Aug. 05	Regular Board Meeting	Fri., Jul. 31
Wed., Aug. 19	Board Work Session	Fri., Aug. 14
Wed., Sep. 02	Regular Board Meeting	Fri., Aug. 28
Wed., Sep. 16	Board Work Session	Fri., Sep. 11
Wed., Oct. 07	Board Meeting	Fri., Oct. 02
Wed., Oct. 21	Board Work Session	Fri., Oct. 16
Wed., Nov. 04	Regular Board Meeting	Fri., Oct. 30
Wed., Nov. 18	Board Work Session	Fri., Nov. 13
Wed., Dec. 02	Regular Board Meeting	Wed., Nov. 25
Wed., Dec. 16	Board Work Session	Fri., Dec. 11
Wed., Jan. 20, 2027	Regular Board Meeting	Fri., Jan. 15, 2027
Wed., Feb. 03	Regular Board Meeting	Fri., Jan. 29
Wed., Feb. 17	Board Work Session	Fri., Feb. 12
Wed., Mar. 03	Regular Board Meeting	Fri., Feb. 26
Wed., Mar. 17	Board Work Session	Fri., Mar. 12
Wed., Apr. 7	Regular Board Meeting	Fri., Apr. 02
—Wed., Apr. 14	** Budget Committee Meeting	** Fri., Apr. 9
—Wed., Apr. 28	** Budget Committee Meeting	** Fri., Apr. 24
Wed., May 05	Regular Board Meeting	Fri., April 8
—Wed., May 12	** Budget Committee Meeting	** Fri., May 8
Wed., May 19	Work Session	Fri., May 14
Wed., Jun. 02	Regular Board Meeting	Fri., May 28
Wed., June 16	Board Work Session	Fri., Jun. 12
Wed., June 23	Board Work Session	Fri., Jun. 18
Wed., July 14	Regular Board Meeting	Fri., July 9

- Board meetings are typically held at 6 p.m. at the Eugene School District Education Center, 200 North Monroe Street.
- Additional meetings may be scheduled and meetings on this list may be rescheduled.
- Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled.

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

September 02, 2026

Title

Approve Personnel Actions

Presenter

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

Recommended Action

The superintendent recommends that the board of directors:

1. *Approve the employment of the licensed administrators or executives listed below for the 2026-27 school year:*

None.

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2. *Approve the employment of the licensed employees listed below for the 2026-27 school year:*

Employee ID	Last	First	Position	Location	FTE
172958	ANDERSON	ELIZABETH	SCHOOL PSYCHOLOGIST	SSD	1.0
167606	BOND	ANGEL	TEACHER - 1ST GRADE	River Road/El Camino del Rio	1.0
172956	DALKE-RAMIREZ	DIANA	TEACHER - 2ND GRADE	River Road/El Camino del Rio	0.5
172945	HEYER	DAVID	NURSE	Health Services	1.0
172962	HOWELLS	GREGORY	TEACHER - SPECIAL EDUCATION	Edison	1.0
172966	LEGG	ELAINA	SCHOOL PSYCHOLOGIST	SSD	1.0

172944	LEROY	AMY	SPEECH SPECIALIST	SPED Administration	1.0
172960	MARQUARD	MADELEINE	NURSE	SPED Administration	1.0
172961	MOREAU	CHELSEA	TEACHER - SPECIAL EDUCATION	Edison	1.0
172957	SHIMIZU	AI	CLASSROOM	Yujin Gakuen	1.0
172942	SWEENEY	SHANNON	TEACHER - SPECIAL EDUCATION	Willagillespie	1.0
172959	VITH	HOLLIE	TEACHER - SPECIAL EDUCATION	SSD	1.0

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

Employee ID	Last	First	Position	Location	Reason	Effective Date
170227	BROWN	MATTHEW	DIRECTOR FINANCIAL SERVICES	FINANCIAL SERVICES	Resignation	08/28/2026

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

Employee ID	Last	First	Position	Location	Reason	Effective Date
167395	JONES	NOK	TEACHER – MATH	NEHS	Resignation	06/15/2026
163572	PREHODA	HEATHRE	COUNSELOR	CAL YOUNG	Resignation	06/15/2026
166268	SMITH	LESLIE	TEACHER – 5 TH GRADE	SPRING CREEK	Resignation	06/15/2026
166468	IRVING	JOSEPH	TEACHER – SPECIAL EDUCATION	NEHS	Resignation	06/15/2026
167131	GREENTREE	MIDGE	CLASSROOM	FAMILY SCHOOL	Resignation	06/15/2026



ITEM FOR INFORMATION

Date of Meeting:

September 2, 2026

Title:

Receive Monthly Financial Report

Presenter:

Bob Blyth, Associate Director of Financial Services

Background:

To maintain fiscal transparency and prepare for the 2027-28 budget process, the Associate Director of Financial Services will submit monthly financial reports comparing budget to year-to-date (YTD) actuals throughout the 2026–27 school year. This ongoing overview gives the Board consistent insight into district finances and regular opportunities for Q&A as the year progresses.

4J Budget & Financial Update

September 2, 2026

TONIGHT'S MESSAGE

- Budget Terms and Vocabulary
- Overview of 2026-27 Budget
- Events and Unknowns
- What we can do today

Terms and Definitions

- Resources vs. Revenues

Resources = Total funds available to the district

Revenues = Funds the district earns

- Requirements vs. Expenditures

Requirements = Expenditures plus ending fund
balance and contingency.

Expenditures = Cash spent on goods and services

- Operating Revenue and Expenditures

Funds earned or expended on day to day operations

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- General Fund + Other Funds = All Funds

Terms and Definitions (cont'd)

- Structural Deficit – When expenditures exceed revenues in a fiscal year
- Encumbrance – Reserved amount of budgeted funds
- Fund Balance – Financial resources available net of assets and liabilities
- Ongoing vs One Time

Ongoing = Expenditures and Revenues that will continue into upcoming budget years

One Time = Expenditures and Revenues that are recognized in a FY and no longer available after

FY 2026-27 Budget

Total All Funds Budget - \$531,917,938

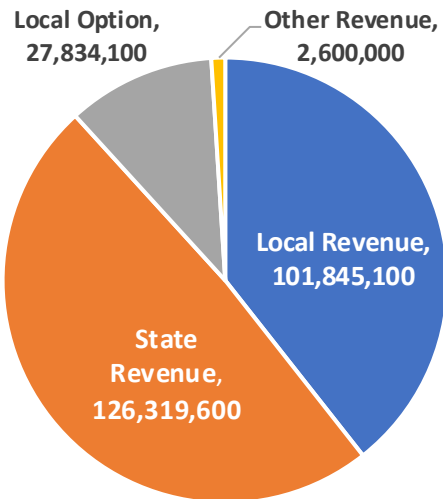
Total General Funds Budget - \$289,618,800

General Fund Operating Revenue - \$258,598,800

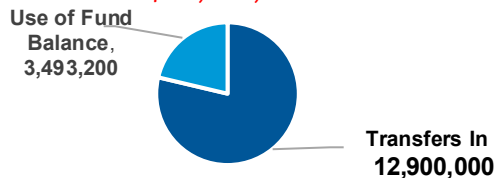
General Fund Operating Expenses - \$274,991,982

FY 2026-27 Budget

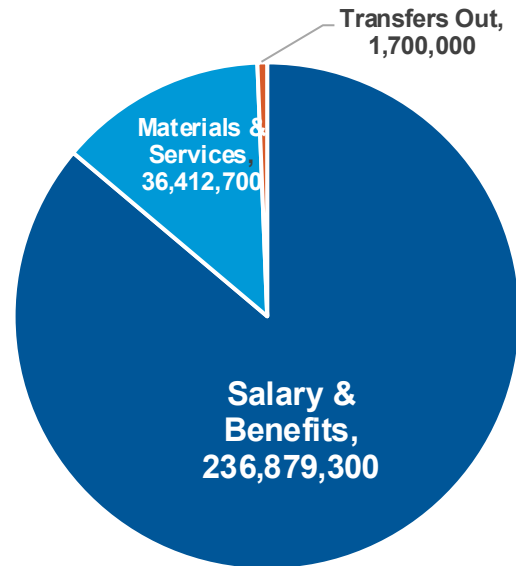
Operating Revenues \$258,598,800



Filling the Gap \$16,393,200



Operating Expenses \$274,992,000



Events and Unknowns Ahead

- **New Biennium**
- **PERS**
 - Side account ending
 - New rates coming
- **Contract Expirations**

New Biennium

Unknown change in the SSF – The legislature has to approve any adjustment to the amount of funding allocated for the State School Fund. This won't be known until near the end of the fiscal year.

- Funds split 49%-51% first year to second year
- Declining Enrollment
- Need an increase of over 4.5% just to keep revenue relatively flat
- State Forecast Aug 26, 2026 provided mixed insights
- Student Services Department numbers increasing

PERS Rates

Side account depleted before end of FY– Side accounts are funds set aside through a bond issuance that is used to lower the cost of PERS liability.

- Bond issued in 2004
- To date reduced PERS liability by over \$25,000,000
- Not guaranteed to save you money and interest rates are currently higher than ideal.

PERS rates – New rates for next biennium won't be known until later in the year.

Open Contracts after FY 2027

Two employee groups contract periods end June 30, 2027

- Eugene Education Association (EEA)
- Managers, Administrators, Professionals, and Supervisors (MAPS)
- Oregon School Employees' Association (OSEA) and Eugene Education Association Guest Teachers (EAST) contracts end June 30, 2028

What we can do now

- **Every dollar saved is a dollar for our future** – Every decision that we make moving forward should be bound to the principle of ‘does it provide direct support to our students or staff and move the district’s goals forward’ and ensures the district’s long term financial stability.
- **Think outside the box** – As we continue to work with less staff and resources are there new ways we can adjust to continue to get the important work done?
- **Spending controls** – Place controls on travel, hiring and purchasing to ensure all decisions are necessary and fit into the forward looking view of the district.

Questions?

Budget Update to the Board September 2, 2026



1. Executive Summary

This is the first Board Budget Update of the 2026-27 FY year. As we step into this new year Finance and the Superintendent plan to present monthly on the state of the district budget in order to provide transparency and timely information to the Board. Entering the year with a budgeted structural deficit of nearly \$16.4MM means that we all must stay focused on providing the best services we can for our students and staff while at the same time being fiscally prudent.

Through July 31, 2026 (Month 1 [8.3%] of FY 2026–27), General Fund revenues collected total **\$21,780,000** (8.4% of budgeted operating revenue), and General Fund expenditures/encumbrances total **\$10,955,000** (4.0% of budget).

2. Key Variance Highlights

- **Local and Local Option Revenue:** The majority of revenue in these two areas is collected in November and December in conjunction with Lane County Property Tax collections. During these months the district receives approximately 90% of the year's annual revenue.
- **State School Fund Revenues:** The State provides a “double payment” of SSF funds in July with 10 monthly payments through May with no SSF payment in June.
- **Salaries:** Salaries and associated payroll costs are trending lower due to the timing of teacher contracts and the accrual of those costs back to the previous fiscal year.
- **Other Expenditures:** Current spend shows 73.0% of budget spent in first month due to the annual insurance payments to PACE and Brown and Brown that are due on 07/01. This represents the lion's share of the budgeted costs to Other Expenditures.
- **Purchased Services and Supplies & Materials:** At 12.7% and 13.6%, respectively, these two line items show beginning of the year expenditures and encumbrances typical of beginning of the year practices. Finance will be monitoring spending in these categories monthly in order to ensure that schools and departments are staying within budget.

3. Action Required

None at this time.

YTD General Fund Expenditures as of 07/31/2026

	Adopted Budget	YTD Actuals as of 7/31/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Revenues						
Local Revenue	101,845,100	293,058		293,058	101,552,042	0.29%
Local Option	27,834,100	-		-	27,834,100	0.00%
State Revenue	126,319,600	21,486,873		21,486,873	104,832,727	17.01%
Other Revenue	2,600,000	-		-	2,600,000	0.00%
Total Revenues	258,598,800	21,779,931	-	21,779,931	236,818,869	8.42%
Expenditures						
100 - Salaries	143,793,000	2,868,806	-	2,868,806	140,924,194	2.00%
200 - Associated Payroll Costs	93,086,000	1,673,652	5,055	1,678,707	91,407,293	1.80%
300 - Purchased Services	23,209,000	2,292,975	654,091	2,947,066	20,261,934	12.70%
400 - Supplies & Materials	7,228,000	791,076	194,161	985,237	6,242,763	13.63%
500 - Capital Outlay	2,613,000	-	21,249	21,249	2,591,751	0.81%
600 - Other	3,363,000	2,352,172	101,750	2,453,922	909,078	72.97%
700- Transfers Out	1,700,000	-	-	-	1,700,000	0.00%
Total Expenditures	274,992,000	9,978,681	976,306	10,954,987	264,037,013	3.98%

Source: Current Financial Report 8/26/2026. Subject to journal entry adjustment.



ITEM FOR INFORMATION

Date of Meeting:
September 2, 2026

Title:
Receive Nutrition Services 2026-27 School Year Update

Presenter:
Jill Cuadros, Director of Nutrition Services

Background:
Nutrition Services has redesigned its operating model in response to significant budget and staffing reductions.

Universal access remains: Every 4J student may continue to receive one complete breakfast and one complete lunch each school day at no cost. Free supper service will also continue at schools with qualifying after-school programs.

Paying for additional items: Second meals and single milks are additional purchases and will be charged to the student's meal account. Families may add funds online through the My MealTime portal or mobile app, or pay by cash or check at the school office. Payments are not accepted in school kitchens.
Students will be provided any second meal or milk they select, even when funds are not available in their meal account.

Supporting hungry students: No Thank You Tables. Available during meal service for unopened, individually packaged or whole food items students choose not to eat.

Cereal for Youth: Granola packets are available outside cafeterias through a partnership with Food for Lane County.

Meal-account assistance: Families may contact Nutrition Services to explore scholarships, account assistance or forgiveness options.

Community partnerships: Nutrition Services is partnering with the Education Foundation for 4J (EEF) and Metro Rotary to raise scholarship funds for families needing additional support. Family communication Cafeteria staff cannot restrict an individual student's purchases based on parent preferences. Families are encouraged to discuss expectations for seconds and extra milk with their students. Families who do not want additional purchases may choose not to fund a meal account and may encourage their student to use the No Thank You Table when appropriate.

Monitoring and next steps:

Nutrition Services will monitor meal participation, student meal accounts, service times and family concerns throughout the school year. The department will use this information to respond to emerging needs and keep families informed about payment and assistance options.

Board Action:

No action is requested. This item is provided for information and discussion.

Nutrition Services

2026–27 school year update

Universal access continues.

One complete breakfast and one complete lunch remain available at no cost each school day.

1 + 1

30

Universal meal access continues

The core commitment remains unchanged across the district.

1 breakfast

per student, per school day

1 lunch

per student, per school day

\$0 cost

for each complete first meal

Also
Continuing:

Free
supper
at schools with
qualifying
after-school
programs

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Students will be provided the meals and items they select as seconds. Those charges will be added to the student’s account.

Additional purchases are charged through each student’s meal account.

Families have two easy ways to pay

My MealTime

Add funds online through the portal or mobile app

School Office

Pay by cash or check at the school office—not in school kitchens

Student Account

Seconds and single milks are charged to the student’s meal account

Need help?

Call

541-790-7656

Families may contact Nutrition Services for account assistance, scholarships or forgiveness options.

Options for hungry students

Multiple supports provide access to additional food when students need it.

No Thank You Tables

Available during meal service for unopened, packaged or whole food items.

Cereal for Youth

Granola packets available outside cafeterias through Food for Lane County.

Meal assistance

Scholarships and meal account assistance available through Nutrition Services.

EEF partnership

Partnering with EEF to build scholarship support for student meal accounts.

Metro Rotary

Raising funds for families needing additional assistance.

Next steps center students and families

Implementation will focus on access, clear communication and responsive support.

01

Protect access

Keep one complete breakfast and lunch available at no cost each school day.

02

Connect families

Make payments simple and connect families with assistance when needed.

03

Monitor and respond

Track participation, meal accounts, service times and family concerns.

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Board takeaway: universal access remains, with clear options for additional food, payment and assistance.

Likely board questions

Concise responses for discussion.

Can families restrict additional purchases?

Cafeteria staff cannot restrict individual purchases based on parent preferences. Families should discuss expectations with their students.

How can families pay?

Families may add funds through My MealTime or pay by cash or check at the school office.

What happens if an account has no funds?

Students receive what they serve themselves even when their meal account has no available funds.

How can families get help?

Families may contact Nutrition Services for account assistance, scholarships or forgiveness options.

Program details at a glance

Universal access	One complete breakfast and one complete lunch per student, per school day, at no cost
Additional purchases	Seconds and single milks are charged to student meal accounts
Payment options	My MealTime online, or cash and check at the school office
Student supports	No Thank You Tables and Cereal for Youth granola packets
Meal assistance	Scholarships, account assistance and forgiveness options through Nutrition Services
Community partners	EEF and Metro Rotary support scholarship fundraising
Contact	Nutrition Services • 541-790-7656 • nutrition@4j.lane.edu

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This institution is an equal opportunity provider.



ITEM FOR INFORMATION

Date of Meeting:

September 2, 2026

Title:

Receive information regarding Senate Bill 141 Update – 4J Performance Growth Targets (PGTs)

Presenters:

Brooke Wagner – Assistant Superintendent of System Integration and Continuous Improvements

Dan Farley – Director of Technology

Carmen Urbina – Chief of Staff

Oscar Loureiro – Director of Research and Planning

Background

Senate Bill 141, Oregon's Education Accountability Act, establishes a new statewide framework for student performance, district accountability, continuous improvement, and state support.

Beginning with the **2026–27 school year**, every Oregon school district is required to establish four-year **Performance Growth Targets (PGTs)** in partnership with the Oregon Department of Education (ODE). These targets establish measurable expectations for student outcomes through the 2029–30 school year.

4J submitted its proposed Performance Growth Targets to ODE in July 2026, ahead of the required timeline, to allow sufficient time for ODE review, feedback, and any necessary refinement before finalization. On August 27, 2026, 4J received full ODE approval of its Performance Growth Targets, confirming the district's targets for implementation beginning in the 2026–27 school year.

ODE will review district performance annually against the established targets for **all students and focal student groups**. The legislation also establishes increasing levels of state intervention when districts do not demonstrate sufficient progress over time, including targeted coaching and, after continued missed targets, more intensive state-directed supports.

For Eugene School District 4J, SB 141 creates both an accountability requirement and an opportunity to build greater coherence across our district. The Performance Growth Targets connect directly to the Superintendent's three focus areas:

- **Every Student Attends** – Students are welcomed, present, connected, and engaged in their school community.
- **Every Student Learns** – High-quality instruction, intervention, and support lead to measurable academic progress.

- **Every Student Graduates, Future Ready** – Students are prepared for meaningful postsecondary pathways, including college, career, workforce, and other opportunities.

The intent is not to create a separate accountability system alongside the district's existing priorities. Rather, 4J is aligning SB 141 with our broader student-success framework so that district priorities, school improvement planning, data monitoring, instructional supports, and accountability increasingly point in the same direction and create coherence.

What Will 4J Be Accountable For?

SB 141 expands upon the Student Investment Account indicators and establishes a set of statewide accountability indicators that will be monitored over the four-year period:

- **K–2 Regular Attendance**
- **K–12 Regular Attendance**
- **Grade 3 Literacy**
- **Grade 8 Mathematics**
- **Ninth Grade On-Track**
- **Four-Year Cohort Graduation Rate**
- **Five-Year Completion Rate**

Together, these measures create a K–12 continuum. They allow the district to look not only at the final outcome of graduation, but also at the earlier conditions and milestones that contribute to students ultimately graduating future ready.

4J Local Metric: Academic Growth

In addition to the required statewide measures, 4J selected **Academic Growth** as its primary local metric. Academic growth will be measured through **STAR Reading and STAR Mathematics interim assessments in grades K–9**. These assessments will provide information throughout the school year rather than waiting until the end of the year to understand student progress. STAR will be administered during the:

- **Fall**
- **Winter**
- **Spring**

Results will also be reported to the School Board three times each year. This creates an important distinction in the district's accountability system:

- **State measures tell us where students ultimately perform.**
- **Academic growth helps us understand whether students are progressing along the way.**

4J will also continue monitoring additional indicators that help provide a broader picture of student preparation and success, including:

- Oregon State Seal of Biliteracy/Multiliteracy rates
- Grade 5 Science achievement
- Postsecondary readiness, including Dual Credit and AP/IB participation and credit attainment
- Career and workforce readiness, including CTE program and pathway completion

4J's Core Commitments

Our target-setting framework is designed to build **shared clarity, care, and system coherence** through four guiding principles:

- **Equity-Centered:** Focuses on identifying and removing systemic barriers that contribute to unequal student outcomes.
- **Stable & Defensible:** Uses multi-year data trends rather than relying on a single year of performance.
- **State-Aligned:** Aligns 4J's targets with Oregon Department of Education expectations while preserving an important local commitment to graduation.
- **Transparent:** Establishes a clear and predictable methodology for how targets are established and measured through 2029–30.

How 4J Established the Performance Growth Targets

Strategic Question	4J Direction & Methodology
What is our baseline?	Average of 2024–25 and 2025–26 results. 4J is using the maximum two-year baseline allowed by ODE. Using two years reduces the impact of normal year-to-year fluctuations, provides a more stable starting point, and creates greater consistency when communicating expectations with schools, staff, families, and the community.
What is our target for 2030?	ODE targets for most measures, with a local 90% graduation target. For most accountability indicators, 4J is adopting the ODE-recommended 2030 target for our similar district group (ODE established groups of like districts to increase the reasonableness of the PGT process). The exception is the Four-Year Graduation Rate, where 4J will maintain the district's 90×30 commitment: a 90% graduation rate by 2030.
How will we move from the baseline to 2030?	Phased improvement with increasing acceleration. The district is treating 2026–27 as an implementation year while systems, supports, instructional practices, and data structures are strengthened. The targets then anticipate greater improvement as those systems become more effective.
How is equity incorporated?	Annual reduction of outcome gaps. In addition to improving outcomes for all students, 4J established the expectation that the difference between outcomes for All Students and the Combined Focal Student Group will decrease by 10% each year.

4J's 2030 Performance Growth Targets

Using the average of 2024–25 and 2025–26 as the baseline, 4J's 2030 targets are:

Indicator	4J Baseline	2030 Target
K–2 Regular Attendance	73.3%	79.0%

K–12 Regular Attendance	67.2%	73.1%
Grade 3 Literacy	46.2%	57.9%
Grade 8 Mathematics	37.8%	45.7%
Ninth Grade On-Track	86.4%	95.1%
Four-Year Graduation Rate	77.8%	90.0%
Five-Year Completion Rate	87.7%	95.1%

These targets represent ambitious goals that are attainable if the right learning conditions can be established. They are intentionally connected across the K–12 student experience. Attendance in the early grades, literacy, mathematics, ninth-grade success, and graduation should not be viewed as separate initiatives. They are interconnected indicators of whether students are belonging, engaging, learning, thriving, graduating, and becoming future ready.

Phased Improvement Through 2030

4J is not assuming that improvement will occur at the same rate every year. The district's target-setting methodology recognizes that **2026–27 is an implementation and system-building year**. The improvement trajectory therefore accelerates over the four-year period:

- **2026–27:** Close approximately 10% of the distance toward the 2030 goal.
- **2027–28:** Accelerate improvement as district and school systems strengthen.
- **2028–29:** Continue accelerated progress toward the established target.
- **2029–30:** Reach the 2030 Performance Growth Target.

This approach recognizes that sustainable improvement requires the development of systems, instructional capacity, interventions, data practices, and school-level supports before the greatest gains can be expected.

Equity and Focal Student Groups

A central component of 4J's approach is that districtwide improvement alone is not sufficient. The district will monitor outcomes for **All Students and focal student groups**, with the expectation that existing gaps decrease over time. 4J has established a goal to reduce the outcome gap between **All Students** and the **Combined Focal Student Group by 10% annually**. This reflects an important principle in the district's approach:

- **Students are not the problem. The responsibility of the system is to identify and change the conditions, barriers, practices, and structures that produce unequal access and outcomes.**
- The district will therefore continue examining the individual focal student-group data at the district and school levels so that aggregate reporting does not obscure the experiences or needs of particular groups of students.
- Closing gaps will require our education system to accelerate the growth of our focal student groups at a faster rate than overall district growth.

What This Means for Schools

SB 141 will increasingly become part of how 4J organizes school improvement rather than an additional stand-alone initiative. The Performance Growth Targets will inform:

- District improvement priorities
- School improvement planning
- Academic and attendance interventions
- MTSS and student-support systems
- School-level monitoring and accountability
- Resource allocation and strategy conversations
- Professional learning and instructional support
- Regular review of outcomes for focal student groups

The goal is to build **one coherent improvement system** in which district priorities, school plans, student-support structures, interim assessment information, and state accountability measures reinforce one another.

What the Board Can Expect Going Forward

The September 2 presentation is intended to provide the Board with an initial understanding of SB 141 and the Performance Growth Targets established for 4J. As implementation moves forward, the Board will receive regular information about both student outcomes and system implementation.

In particular, the Board can expect:

- Regular reporting on the statewide SB 141 accountability indicators.
- **Fall, winter, and spring STAR Reading and Mathematics updates** to monitor academic growth during the school year.
- Continued review of outcomes for all students and focal student groups.
- Monitoring of progress toward the district's **90% graduation goal by 2030**.
- Updates on whether district strategies and school improvement efforts are producing the expected student outcomes.
- Continued transparency regarding areas where the district is progressing and areas where additional system change is required.

Closing Reflection

Senate Bill 141 represents a significant shift in Oregon's approach to district accountability. For 4J, however, the most important question is not simply whether we comply with a new state requirement.

The larger question is:

How do we use this framework to help more students belong, engage, learn, thrive, graduate, and leave 4J future ready?

The Performance Growth Targets give us a shared destination. The work ahead is to build the instructional practices, attendance supports, interventions, systems, and conditions that allow students to reach that destination.

Our commitment is to hold two things together: **improving outcomes for every student and intentionally reducing the disparities experienced by focal student groups**. These targets therefore represent more than numbers on an accountability report. They create a common set

of expectations that can help align the Board, district leadership, schools, educators, families, and community around measurable student success.

Ultimately, SB 141 tells us what outcomes will be measured. Our responsibility as a district is to determine how we will organize the system so that every student has the opportunity to succeed.

Oregon's Accountability Act and Eugene 4J Performance Growth Targets

School Board Presentation | September 2, 2026

2026–2030 Framework

Presenters

Brooke Wagner, Assistant Superintendent

Dan Farley, Director of Technology

Carmen Urbina, Chief of Staff

Oscar Loureiro, Director of Research and Planning



What the Board should understand tonight

Three takeaways for a first SB 141 / PGT presentation

1. State Mandate

SB 141 creates statewide expectations for outcomes, local targets, interim assessments, annual reviews, and differentiated state supports.

2. 4J Targets

4J has proposed four-year PGTs using a stable baseline, ODE/similar-district guidance, 90x30 graduation target, and local metric.

3. System Coherence

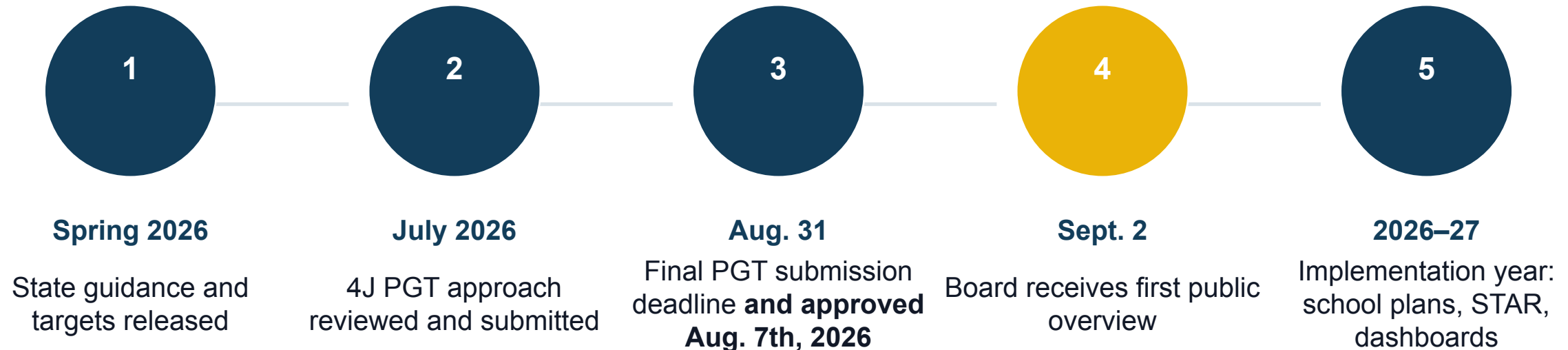
The work must live in school plans, data routines, instructional support, technology systems, and Board monitoring.

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Tonight is not only about numbers. It is about creating a clear public roadmap from where students are now to where we need them to be by 2030.

Why this is coming to the Board now

PGTs move from state requirement to local implementation in 2026–27



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Board role tonight

Receive the framework, understand the methodology, ask questions, and connect the targets to district strategy, resource decisions, and public monitoring.

Part I: What SB 141 requires

A statewide accountability framework with local implementation responsibilities

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SB 141 at a glance

Oregon's 2025 Education Accountability Act

7

Common metrics

1+

Local metric selected by
each district

4

Years of annual targets
through 2029–30

3×

Interim tests per year in
ELA/math

What changes for districts

Districts set Performance Growth Targets with ODE, publicly report progress, and receive annual reviews of results for all students and focal student groups.

What changes for 4J

4J must connect the state metrics to local school plans, interim assessments, data systems, instructional supports, and Board monitoring routines.

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Source: ODE Accountability for Oregon's Schools / SB 141 Performance Growth Target resources.

Accountability includes support — and consequences

Annual reviews determine the level of state involvement

Timing	State response	Meaning for 4J
Year 1	Implementation and progress monitoring	District builds routines, reports progress, and adjusts supports.
Year 2	Targeted coaching if PGTs are missed	ODE may require targeted coaching and improvement support.
Year 3+	Intensive support and directed use of resources	Mandatory student success teams and state-directed general fund utilization may apply.

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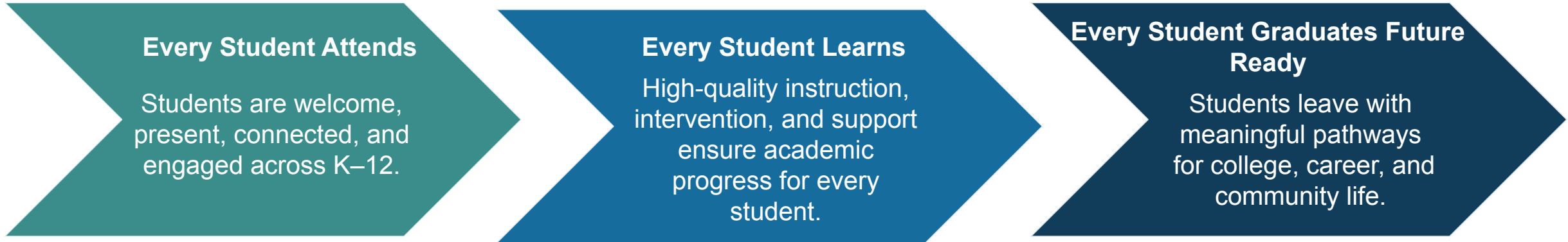
The key message

The strongest protection against state-directed consequences is not lower ambition — it is clear implementation, timely data, and aligned support for schools.

Note: ODE rules and processes continue to define the annual review and continuum of supports.

SB 141 aligns with 4J's student success direction

The state metrics can strengthen, not replace, our local North Star



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**BELONG → ENGAGE → LEARN → THRIVE → GRADUATE → FUTURE
READY**

Our implementation lens: when students belong and are seen, they are more likely to attend, engage, learn, and graduate future ready.

The seven common metrics Oregon will monitor

These indicators create a K–12 student success continuum

Early signals

K–2 Regular Attendance
3rd Grade Literacy

Middle grades

K–12 Regular Attendance
8th Grade Math

High school outcomes

9th Grade On-Track
4-Year Graduation
5-Year Completion

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Why this matters

The metrics are intentionally sequenced. Attendance and early literacy are leading indicators; 9th grade on-track is a high school gateway; graduation and completion are indicators that reflect the full system.

4J local metric: Academic Growth

STAR Reading and Mathematics interim assessments, grades K–9

K–9

Students included in
STAR
implementation

3×

Fall, winter, and
spring
administrations

\$8

Approximate
per-student STAR
cost

\$85,136

Estimated cost for 10,642 K–9
students

Why Academic Growth

Growth shows whether students are progressing over time, including students who are not yet proficient. It gives teachers and schools earlier information than annual state tests alone.

Why STAR K–9

STAR supports ELA/math growth monitoring, aligns to the SB 141 interim test requirement, and allows 4J to sunset EasyCBM while building one coherent assessment system.

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Board reporting: fall, winter, and spring progress updates once implementation is underway.

Additional local metrics 4J will monitor

Not every meaningful outcome becomes the formal SB 141 local metric

Biliteracy / Multiliteracy

Oregon State Seal rates

Science

Grade 5 state summative results

Postsecondary readiness

Dual credit and AP/IB credit composite

Career and workforce readiness

CTE program and pathway completion composite

Why monitor more than the formal local metric?

The Board and district still need a fuller picture of student success, including multilingual assets, science, advanced coursework, and career pathways.

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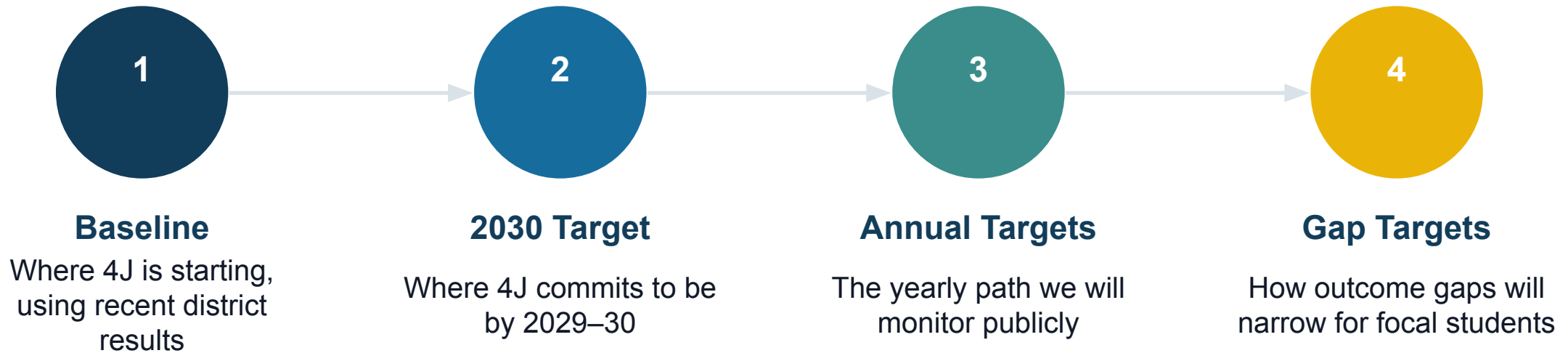
Part II: How 4J set the PGTs

A stable, transparent methodology with a 2030 destination

53

What is a Performance Growth Target?

A public, annual roadmap from baseline to 2030



54

PGTs are not one-year aspirations. They are the district's public growth path, reviewed annually against actual results.

Baseline method: average of 2024–25 and 2025–26

4J used the maximum two-year baseline allowed by ODE

2-year

Baseline average

Less

Volatility from single-year swings

More

Stable and defensible target setting

Clearer

Communication with schools and families

55

Why this approach

A two-year average better reflects current student starting points and avoids overreacting to one unusual year. It also creates a cleaner message for principals, staff, families, and the Board.

2030 target method: state-aligned with one local exception

4J followed ODE/similar-district guidance and maintained 90x30

For most common indicators

4J adopted the ODE-recommended / similar-district 2030 target as the 4J target.

For 4-year graduation

4J set a local target of 90% by 2030 to honor the district's 90x30 commitment and the reality that graduation is a lagging system outcome.

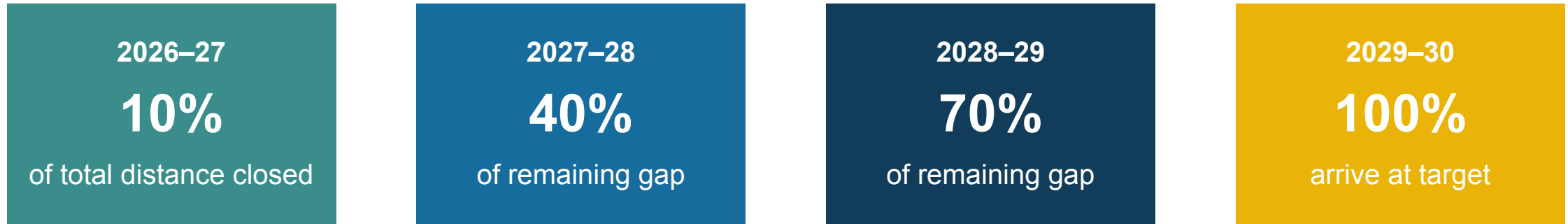
This creates both alignment and local ownership.

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The district is not lowering expectations. It is setting targets that are ambitious, attainable, and tied to a coherent implementation plan.

Annual target method: gradual acceleration

2026–27 is an implementation year; improvement accelerates as systems strengthen



57

Why not a straight line?

A straight line assumes immediate, even improvement. 4J expects the first year to focus on implementation, training, STAR administration, dashboards, and school plan alignment, followed by accelerated gains in 2027–28 and 2028–29.

Equity method: reduce outcome gaps every year

The system must adapt so focal students grow faster than the district average

10%

Annual reduction in All Students
vs. Combined Focal Student
Group gaps

What this means

If the gap is 10 points at baseline, the target path narrows it to approximately 6 points by 2030 under the 10% annual reduction approach.

What it does not mean

Students are not the problem. The district will focus on access, belonging, instruction, supports, and barriers that create unequal outcomes.

How 4J will use the data

ODE reporting uses required focal group views; 4J will also examine individual focal-group data by school and include it in SCIP/One School Plans for support and accountability.

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Equity is not an appendix. It is built into the target-setting method and the school improvement process.

Part III: The 4J targets

Baseline, 2030 destination, annual path, and gap-closing expectations

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4J baseline: where we are starting

Average of 2024–25 and 2025–26 results

Indicator	Baseline
K–2 Regular Attendance	73.3%
K–12 Regular Attendance	67.2%
3rd Grade Literacy	46.2%
8th Grade Math	37.8%
9th Grade On-Track	86.4%
4-Year Graduation Rate	77.8%
5-Year Completion Rate	87.7%

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4J 2030 targets: where we are headed

Final targets by indicator

Indicator	Baseline	2030 Target	Gain Needed
K–2 Regular Attendance	73.3%	79.0%	5.7 pts
K–12 Regular Attendance	67.2%	73.1%	5.9 pts
3rd Grade Literacy	46.2%	57.9%	11.7 pts
8th Grade Math	37.8%	45.7%	7.9 pts
9th Grade On-Track	86.4%	95.1%	8.7 pts
4-Year Graduation Rate	77.8%	90.0%	12.2 pts
5-Year Completion Rate	87.7%	95.1%	7.4 pts

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The largest growth required is in 4-year graduation (+12.2 pts) and 3rd grade literacy (+11.7 pts).

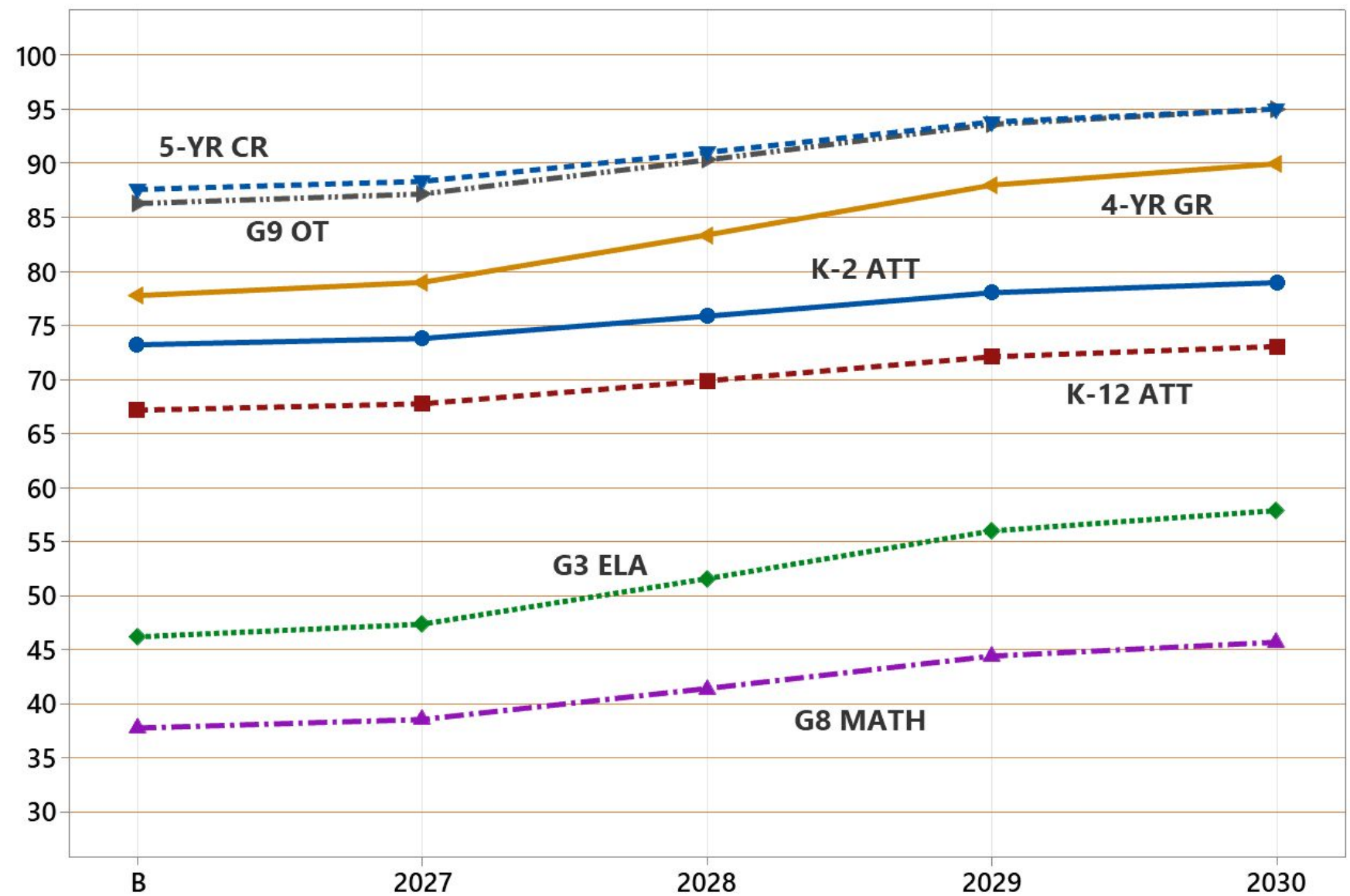
Annual target path to 2030

Phased acceleration model applied to each indicator

Indicator	Baseline	2027	2028	2029	2030
K–2 Regular Attendance	73.3%	73.9%	75.9%	78.1%	79.0%
K–12 Regular Attendance	67.2%	67.8%	69.9%	72.1%	73.1%
3rd Grade Literacy	46.2%	47.4%	51.6%	56.0%	57.9%
8th Grade Math	37.8%	38.6%	41.4%	44.4%	45.7%
9th Grade On-Track	86.4%	87.3%	90.4%	93.7%	95.1% ⁶²
4-Year Graduation Rate	77.8%	79.0%	83.4%	88.0%	90.0%
5-Year Completion Rate	87.7%	88.4%	91.1%	93.9%	95.1%

The path intentionally starts modestly in 2026–27 and accelerates as implementation becomes stronger.

District Data Visualization – Baseline to 2030



GRAPH KEY	
LABEL	INDICATOR
K-2 ATT	K-2 Attendance
K-12 ATT	K-12 Attendance
G4 ELA	3rd Grade Literacy
G8 MATH	8th Grade Math
G9 OT	9th Grade On-Track
4-YR GR	4-Year Graduation Rate
5-YR CR	5-Year Completion Rate

Gap-closing targets by indicator

All Students vs. Combined Focal Student Group

Indicator	Baseline Gap	2027 Gap	2028 Gap	2029 Gap	2030 Gap
K–2 Regular Attendance	5.9 pts	5.3 pts	4.7 pts	4.1 pts	3.5 pts
K–12 Regular Attendance	5.3 pts	4.8 pts	4.2 pts	3.7 pts	3.2 pts
3rd Grade Literacy	17.4 pts	15.7 pts	13.9 pts	12.2 pts	10.4 pts
8th Grade Math	10.0 pts	9.0 pts	8.0 pts	7.0 pts	6.0 pts
9th Grade On-Track	7.7 pts	6.9 pts	6.2 pts	5.4 pts	4.6 pts ⁶⁴
4-Year Graduation Rate	10.3 pts	9.3 pts	8.2 pts	7.2 pts	6.2 pts
5-Year Completion Rate	7.0 pts	6.3 pts	5.6 pts	4.9 pts	4.2 pts

4J will also monitor individual focal groups by school to target supports, not only the combined focal group.

Part IV: How 4J will make the targets real

Targets only matter if they change planning, support, and monitoring

65

From district targets to school action

The One School Plan / SCIP is how PGTs become local work



66

Key message for schools

4J will use the same district PGTs but support schools differently based on their data, student groups, strengths, and barriers.

Instructional response: what must improve

Targets require stronger adult systems, not simply more reporting

Early literacy and math

Use STAR and classroom evidence to identify students early, monitor growth, and adjust instruction/interventions across K–9.

Attendance and belonging

Strengthen attendance routines through relationship-centered engagement, student voice, family partnership, and barrier removal.

Ninth grade on-track

Create timely credit monitoring, transition supports, and team routines so students do not fall behind silently in grade 9.

Graduation and future readiness

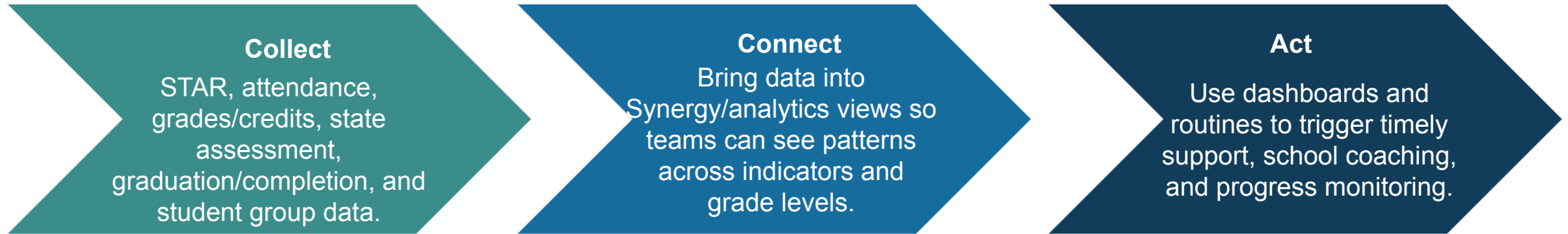
Align supports across middle and high school, including meaningful pathways, CTE, dual credit, AP/IB, and completion options.

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The instructional question becomes: what will adults do differently when the data show students need something different?

Data systems response: one coherent picture

Technology must help leaders see students earlier and act faster



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Early warning system lens

The goal is not prediction for its own sake. The goal is earlier care: identifying barriers, matching support, and checking whether the support is working.

Guardrails: data quality, privacy, transparency, and human judgment must remain central.

Board monitoring cadence

What the Board should expect to see during implementation

When	What	Board focus
Fall	STAR baseline / early implementation update	Participation, initial growth picture, system readiness
Winter	Midyear progress update	Growth trends, focal group patterns, school support adjustments
Spring	End-of-year STAR update	Growth results, lessons learned, needs for next year
Annual	SB 141 / PGT public progress report	Actual outcomes vs. annual targets; ODE annual review implications

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The Board sees both implementation progress and student outcome progress.

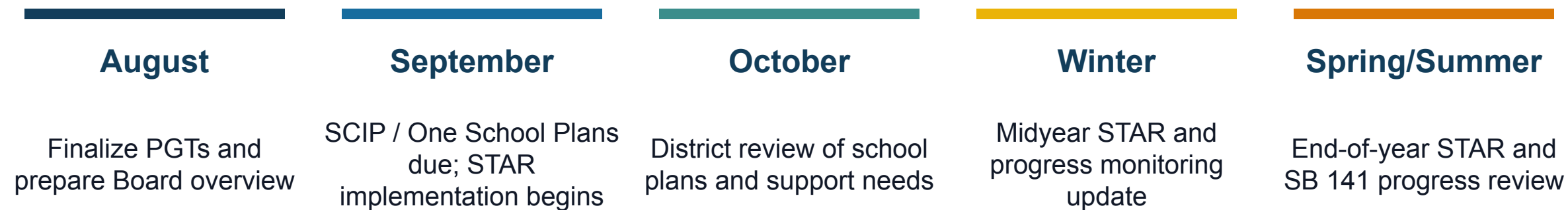
Risks to manage transparently

Strong implementation requires naming constraints and guardrails

	Data quality	Clean implementation depends on accurate rosters, participation, and consistent definitions.	
	Assessment coherence	Staff need clarity as STAR replaces EasyCBM and reporting routines change.	
	Equity and privacy	Focal group analysis must be useful while protecting student confidentiality.	70
	Change fatigue	Schools need a coherent plan, not another disconnected initiative.	
	Mitigation strategy	Keep the message simple: fewer disconnected initiatives, better routines, clearer data, and support aligned to school needs.	

Implementation timeline

Key milestones for 2026–27



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Critical first-year objective

Build a reliable district rhythm: assess, review, support, adjust, and report.

Closing message

What we want the Board and community to hear

SB 141 gives Oregon a common accountability frame.

4J's responsibility is to turn that frame into coherent action for students.

Our targets are ambitious. Our approach must be equally clear: belong, engage, learn, thrive, graduate, and become future ready.

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Board questions

What resonates? What are you still curious about? What concerns should we address as we implement?

Additional Slides FYI



Gradual acceleration through 2030

Appendix: plain-language definitions

Use as needed for Board questions

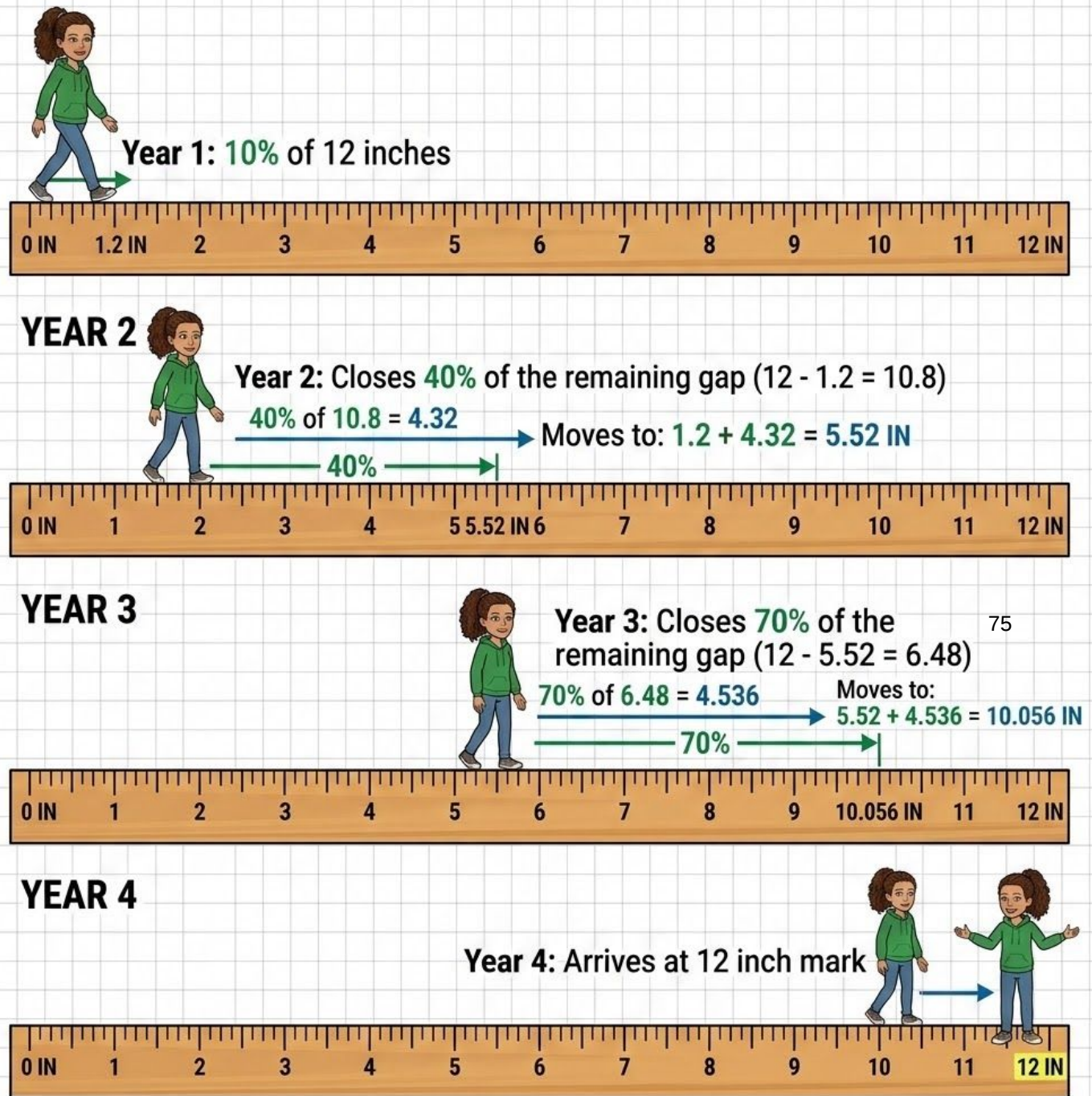
Term	Meaning
Regular Attender	Student attends 90% or more of enrolled school days.
3rd Grade Literacy	Percentage of students meeting or exceeding standards on the state ELA assessment.
8th Grade Math	Percentage of students meeting or exceeding standards on the state math assessment.
9th Grade On-Track	First-time ninth graders earning sufficient credits to progress toward graduation.
4-Year Graduation	Students earning a diploma within four years.
5-Year Completion	Students completing high school within five years through diploma or recognized completion path.
Combined Focal Student Group	A combined accountability view of historically underserved student groups, used to monitor gap reduction.

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Target Acceleration Model

Percentage of total distance closed toward the 2030 goal

2026-27 is an implementation year. We expect accelerated improvement as district systems become more effective.



Reduce Outcome Gaps



Focusing on system change for equity

10% Annual Gap Reduction

The System Must Adapt

Outcome gaps between "All Students" and the "Combined Focal Student Group" will diminish by 10% each year.



- **Students are not the problem:** We must change the systems and practices that create unequal outcomes.
- **Avoid Marginalization:** Focus on access, belonging, and barriers to opportunity.
- **Accelerated Growth:** Requires focal groups to grow faster than the average district growth.

District Data Tables – Baselines

INDICATOR	4J in 2024-25	4J Estimate in 2025-26	Average of 24- 25 and 25-26
K-2 Attendance	72.3	74.2	73.3
K-12 Attendance	67.0	67.4	67.2
3rd Grade Literacy	43.2	49.2	46.2
8th Grade Math	33.5	42.0	37.8
9th Grade On-track	87.0	85.7	86.4
4-Year Graduation Rate	78.8	76.8	77.8
5-Year Completion Rate	87.8	87.5	87.7

District Data Tables – Performance Growth Targets

INDICATOR	Average of 24-25 and 25-26	ODE Recommended 2030 Target	4J 20230 Target	DIFF.
K-2 Attendance	73.3	79.0	79.0	5.8
K-12 Attendance	67.2	73.1	73.1	5.9
3rd Grade Literacy	46.2	57.9	57.9	11.7
8th Grade Math	37.8	45.7	45.7	8.0
9th Grade On-track	86.4	95.1	95.1	8.8
4-Year Graduation Rate	77.8	92.3	90.0	12.2
5-Year Completion Rate	87.7	95.1	95.1	7.4

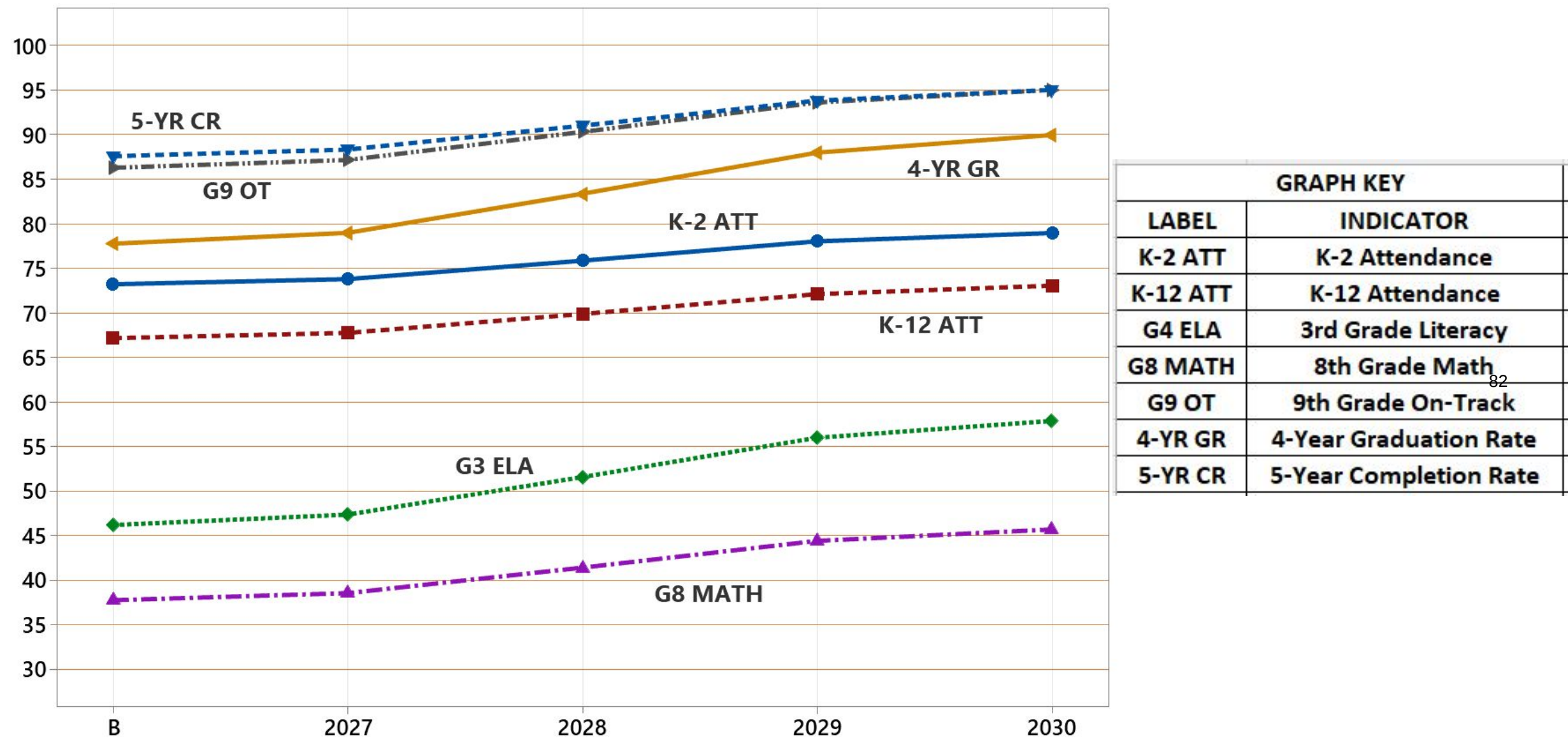
District Data Tables – Progress to 2030

INDICATOR	Baseline	2027 Target	2028 Target	2029 Target	2030 Target
K-2 Attendance	73.3	73.8	75.9	78.1	79.0
K-12 Attendance	67.2	67.8	69.9	72.1	73.1
3rd Grade Literacy	46.2	47.4	51.6	56.0	57.9
8th Grade Math	37.8	38.5	41.4	44.4	45.7
9th Grade On-Track	86.4	87.2	90.4	93.7	95.1
4-Year Graduation Rate	77.8	79.0	83.4	88.0	90.0
5-Year Completion Rate	87.7	88.4	91.1	93.9	95.1

District Data Tables – Gap Closing

INDICATOR	Baseline GAP	2027 Gap Target	2028 Gap Target	2029 Gap Target	2030 Gap Target
K-2 Attendance	5.9	5.3	4.7	4.1	3.5
K-12 Attendance	5.3	4.8	4.2	3.7	3.2
3rd Grade Literacy	17.4	15.7	13.9	12.2	10.4
8th Grade Math	10.0	9.0	8.0	7.0	6.0
9th Grade On-Track	7.7	6.9	6.2	5.4	4.6
4-Year Graduation Rate	10.3	9.3	8.2	7.2	6.2
5-Year Completion Rate	7.0	6.3	5.6	4.9	4.2

District Data Visualization – Baseline to 2030





ITEM FOR ACTION

Date

September 2, 2026

Title

Approve Revised Board Goals

Presenter

Ericka Thessen, Board Chair

Background

The Board annually reviews, affirms or revises [Board Goals](#).

Eugene School District 4J Board 2026-27 Goals

1. The board will actively support the Superintendent's areas of priorities as outlined in Focus 4J, a strategic framework identifying the priority areas for 2026–2027 and beyond (Every student attends, every student learns, every student graduates), supported by three foundational pillars: culture and belonging, community engagement, and fiscal sustainability.
2. Each board member will actively engage in ongoing professional learning to enhance governance effectiveness and understanding of district priorities.
3. Board members will intentionally participate in school and program visits, as well as community events, to gain a deeper understanding of district operations and student needs.
4. The board will conduct an annual self-assessment to evaluate its own governance effectiveness, communication, and alignment with district priorities.



ITEM FOR ACTION

Date

September 2, 2026

Title

Approve Board Values and Beliefs

Presenters

Ericka Thessen, Board Chair and Maya Rabasa, Vice Chair

Background

The Board will review, affirm or revise Board Values and Beliefs.

Eugene School District 4J Board of Directors Core Values and Guiding Beliefs

Our shared values shape our guiding beliefs.
We commit to framing our actions and decisions around these cornerstones.

Core Values

We are student-centered
We are welcoming
We are curious
We are gracious
We are compassionate
We are respectful
We are accountable

Students

- We believe in centering our students in every decision we make.
- We believe that every student can learn and deserves to thrive..
- We believe it is our responsibility to provide a well-rounded, rigorous education that supports the academic, social, and emotional development of each student and prepares them to lead a fulfilling life.
- We believe in setting high expectations for every student.
- We believe that every student deserves to feel safe, welcome, and a sense of belonging at school.
- We believe that student identity should not predict or predetermine success in school.
- We believe that public schools should foster a lifelong love of learning.

Staff

- We believe highly qualified, caring and diverse staff are the key to meeting our goals for students.
- We believe collaborating with staff, students, families, community partners, and our community at large enriches our decisions and positively impacts our students' and staff's 4J experience.
- We believe that supporting our staff in delivering innovative, rigorous, relevant, and effective instruction is integral to student success.

Community

- We believe fostering public support for our schools generates a shared investment in our students and community's development and success.
- We believe we can more effectively serve students by developing meaningful relationships and genuinely engaging with families, community, and local, state and federal governments.

Leadership

- We believe the board must plan and direct resources in accordance with district goals and consistent with legal requirements and ethical standards.
- We believe continual learning for the board is essential to student success.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

September 2, 2026

Title:

Review Budget Committee selection process for 2026-27

Presenter:

Ericka Thessen, Board Chair and Bob Blyth, Associate Director of Finance

Background:

By statute, each school district in Oregon has a budget committee composed of the School Board and an equal number of district residents appointed by the board. By law, budget committee members must reside within the school district boundaries, be registered to vote, and cannot be district employees. Budget committee members serve three-year terms, staggered so that approximately one-third of members' terms expire each year. There are no term limits for budget committee members, so the members previously in the vacant positions do have the opportunity to reapply. Budget committee members serve without compensation.

The role of the budget committee is to hear the budget message, review the proposed budget, listen to comments from the community, declare the tax rates, and approve the budget totals to forward to the school board for adoption.

The district is seeking to fill four open positions on the Budget Committee:

- **Three Full Terms (3-Year Duration):** Positions previously held by Abbie Stillie, Courtney Salic, and Scott Fellman, whose terms expired on June 30, 2026.
- **One Partial Term (2 Years Remaining):** A position created by the resignation of Dakota Boulette.

District staff have prepared the proposed application form to recruit interested community members. The application form had several questions that the board approved during the last selection process. The questions are intended to be a tool for the first round, where the board selects six finalists from the applicant pool. To establish the pool of six finalists, the board will be asked to identify their top six (6) finalists via a ballot process; a second ballot process may be needed depending on the voting results.

The second step would consist of each of the finalists to speak for 3–5 minutes at a board meeting.

Timeline

- 09/4/26 – Application opens
- 09/30/26 – Application closes. Staff confirms statute requirements with applicants and prepares for presentation to school board for 10/02/26
- 10/02/26 – Staff provides information on the number of applicants received.

- 10/07/26 – Board reviews applicants to determine finalists to invite to speak at the next board meeting
- 10/21/26 – Finalists speak for 3-5 minutes and the board completes ballot voting. The four new selected members will be announced and appointed.

At the October 21, 2026 meeting, the Board will ballot to select the top candidates and appoint four Budget Committee Members.



Eugene School District 4J Budget Committee Application /Postulación para el Comité de Presupuesto del Distrito Escolar de Eugene 4J

There are four open positions for the Eugene School District 4J Budget Committee that will be filled through an application process. Applications may be submitted on September 4th through September 29th by filling out this form. Three positions are for a three-year term and one partial term. The board will select the top finalists from the pool of applicants on October 7th at a board meeting. The finalists will be asked to address the board in a three- to five-minute presentation at the October 21 regular board meeting.

Hay cuatro puestos vacantes para el Comité de Presupuesto del Distrito Escolar de Eugene 4J que se cubrirá mediante un proceso de solicitud. Las solicitudes se pueden enviar del 4 de septiembre al 29 de septiembre completando este formulario. Tres puestos vacantes son por un período de tres años y un puesto vacante por 2 años. La junta seleccionará a los finalistas principales del grupo de solicitantes el 7 de octubre en la reunión regular de la junta . Se les pedirá a los finalistas que se dirijan a la junta en una presentación de tres a cinco minutos en la reunión regular de la junta del 21 de Octubre.

* Indicates required question

Email *

Cannot pre-fill email

Full Name / Nombre completo *

Your answer



This is a required question

Email Address/ Correo electrónico * *

Your answer

Home Address/ Dirección de domicilio * *

Your answer

What is your connection to Eugene School District 4J? ¿Cuál es su conexión con el Distrito Escolar de Eugene 4J? *

Your answer

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? ¿Por qué está interesado en servir en el Comité de Presupuesto? ¿Qué parte del trabajo le entusiasma más? *

Your answer

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? *

El Distrito Escolar de Eugene valora la diversidad, la equidad y la inclusión. ¿Qué papel ve usted que juegan la diversidad, la equidad y la inclusión en el trabajo del comité de presupuesto?

Your answer

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? *
¿Qué atributos aportaría al comité de presupuesto si fuera nombrado (como experiencia laboral, de voluntariado, comunitaria o experiencia vivida)?

Your answer

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? *
Los miembros del Comité de Presupuesto sirven de puente entre el 4J y la comunidad. ¿De qué maneras aportaría las perspectivas de la comunidad al Comité de Presupuesto y compartiría las del Comité con la comunidad?

Your answer

While not required, please share any experience you have with finance, accounting, and/or budgets. *
Aunque no es obligatorio, comparta cualquier experiencia que tenga en finanzas, contabilidad o presupuestos.

Your answer

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Google Forms



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 2, 2026

Title

Consider for Approval Policy KNA – Immigration Enforcement on District Property (REQUIRED)

Presenter

Carmen Urbina, Chief of Staff

Background:

In 2026, the Oregon Legislature enacted Senate Bill 1538, Senate Bill 1594, and House Bill 4079, establishing new requirements related to federal immigration enforcement in Oregon schools. These laws require school districts to adopt, by September 30, 2026, a local policy consistent with the Oregon Attorney General's model public school policies. In response, the Oregon School Boards Association (OSBA) issued new required Policy KNA - Immigration Enforcement on District Property, along with two accompanying administrative regulations to support implementation. The 4J Policy Workgroup reviewed the proposed KNA language and approved moving it forward to the Board for first read. The September 2 presentation begins the Board's formal review in advance of the statutory adoption deadline.

Summary:

Policy KNA establishes a clear and consistent district framework for responding to federal immigration enforcement activity on district property. The proposed policy addresses designation and responsibilities of district immigration liaison(s); review of immigration enforcement requests and judicial process; required notification to students, parents/guardians, staff, and participating community-based service providers when federal immigration authorities are confirmed to be on school property for enforcement purposes; protection of confidential and personally identifiable information; required staff training; and publication of the policy in the student handbook and on the district website in culturally appropriate languages. OSBA also issued KNA-AR(1) - Interactions with Immigration Enforcement and KNA-AR(2) - Federal Immigration Enforcement Request Log to assist districts with implementation.

This item is presented for first read, Board discussion, and feedback only. No Board action is requested on September 2; Policy KNA will return for consideration and action at a future meeting before the September 30, 2026 deadline.

Code: KNA

Adopted: N/A - New Proposed Policy

Proposed Revisions Format:

Policy KNA is a new required policy, not a revision to an existing 4J policy. The Board review draft is based on the OSBA model policy and the Oregon Attorney General's model public school policies, with recommended 4J selections and language incorporated where the models provide local discretion. Any

revisions resulting from Board discussion or additional legal/OSBA review will be incorporated before the policy returns for future action.

Recommendation

The superintendent recommends the Board receive Policy KNA - Immigration Enforcement on District Property for first read, review the proposed language, and provide questions or feedback. The policy will return to the Board at its next meeting on **September 16, 2026**, for consideration and final approval, in advance of the **September 30, 2026 statutory deadline**.

Eugene School District 4J

Code: KNA
Adopted: 09/xx/26

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181A.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant, or court order, district employees must not allow federal immigration authorities access to district records or facilities not open to the public for purposes of immigration enforcement. District employees shall immediately refer any subpoena, warrant, court order, or other immigration enforcement request to the immigration liaison who will verify the validity of any subpoena, warrant or court order to ensure it is judicially authorized and to assess its scope. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The Superintendent or designee must review and approve any response to a request involving immigration enforcement. When the validity or scope of an immigration enforcement request is uncertain, the Superintendent or designee is encouraged to consult district legal counsel or a statewide or regional education organization before approving a response. The district will provide ongoing training to immigration liaisons and district employees as provided in the Training section of this policy.

This policy will be made available in the student handbook, and on the district’s website in culturally appropriate languages used to communicate effectively with parents and guardians of students in the district, as determined by the Board. The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies² and this policy and accompanying administrative regulations are provided to employees.

Designation of Primary Point of Contact

The Superintendent or one or more district administrators designated by the Superintendent shall serve as the district’s immigration liaison(s). The Superintendent shall identify one liaison as the primary point of contact and one or more district administrators as alternate immigration liaisons. References in this policy to the “immigration liaison” include the primary liaison or an available alternate.

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
4. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
5. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
6. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property ³for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Employees of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have elected to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. The district shall establish and publish a process by which community-based service providers may elect to receive these notices.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority. The notice may also include information about district and community resources available to individuals and families impacted by immigration enforcement actions.
3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

³ **School Property:** For purposes of this policy, the Board determines that “school property” means all real property owned or controlled by or on behalf of the district that is accessed by district students on a regular basis.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁴ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

⁴ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

Training

Each immigration liaison shall receive training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

Upon the adoption of this policy and not less than once every two years thereafter, the district will provide relevant training to district employees. The district will provide the required training to all new employees within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)

[ORS 180.805](#)

[ORS 181A.826](#)

[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House

Policy KNA

Immigration Enforcement on District Property

September 2, 2026 • Action at a Future Meeting

Presenter: Carmen Urbina, Chief of Staff

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Purpose today: receive the policy for first read, Board discussion, and feedback.

Why this policy is before the Board

Oregon law now requires districts to adopt a policy consistent with the Attorney General model.



2026 legislation

Senate Bill 1538, Senate Bill 1594, and House Bill 4079 created new requirements for immigration enforcement policies in schools.

Required policy

OSBA issued new required Policy KNA and companion administrative regulations to support local implementation.

Deadline

Districts must adopt a compliant policy by September 30, 2026.

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4J Policy Workgroup reviewed the proposed language and approved moving it forward for first read.

What Policy KNA establishes

A coordinated, consistent response when immigration enforcement activity intersects with district property.

POLICY FRAMEWORK

KNA creates the district’s response structure:

- 1 Designates immigration liaison(s)
- 2 Requires review of warrants, subpoenas, court orders, and requests
- 3 Protects confidential records and personally identifiable information
- 4 Provides clear notice and training expectations



District employees must not allow access to non-public records or facilities for immigration enforcement absent a judicially authorized subpoena, warrant, or court order.

If federal immigration authority is confirmed on school property

KNA outlines who is notified, what is included, and what must be protected.

Who receives notice

Students in the identified grades, parents/guardians, school employees, and community-based service providers that have elected to receive notice.

What notice includes

The general location of the federal immigration authority and whether classes or school operations were affected.

What notice excludes

Personally identifiable information, legally protected information, or information that could threaten student or staff safety.

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Notice is provided as expediently as possible using existing electronic communication methods.

Implementation responsibilities

The policy also defines training, publication, and companion procedures.



Liaison + alternates

The superintendent identifies a primary immigration liaison and one or more alternates to coordinate district response.

Training

Liaisons receive training at designation and at least every two years. Staff receive training upon adoption and new staff within 30 days.

Publication

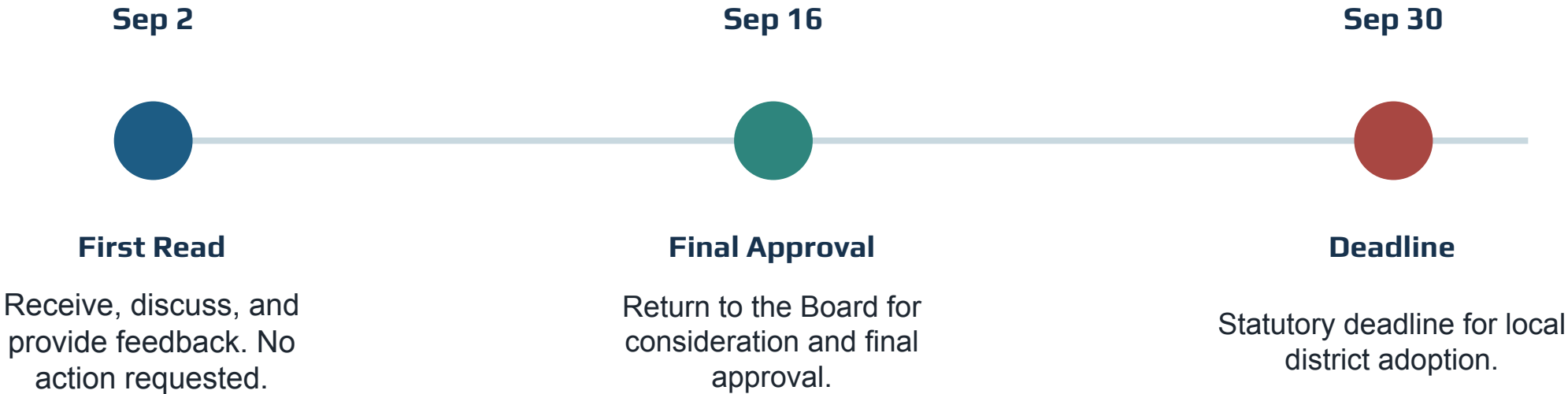
Policy will be included in the student handbook and posted on the district website in culturally appropriate languages.

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Companion ARs support day-to-day implementation: KNA-AR(1) Interactions with Immigration Enforcement and KNA-AR(2) Federal Immigration Enforcement Request Log.

Board timeline and ask

First read today; final approval is scheduled before the statutory deadline.



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Today’s ask: review the proposed policy language and share questions or feedback for incorporation before final action.

Sources: 4J KNA Board Proposed Draft; 4J Board Cover Sheet; OSBA Policy Update – August 2026



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:
September 2, 2026

Title:
Consider Scheduling a Fall Board Retreat

Presenter:
Ericka Thessen, Board Chair

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