

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, November 5, 2025

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/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RslX0dRb.1>,
Webinar ID: 965 1638 6055

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

**6:00 PM
 Regular 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. Receive Reports from High School Student Representatives
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. **Consent Group - Items for Action**
 - 1. Approve the draft meeting minutes for: 3
 October 8, 2025 – Board Meeting
 October 22, 2025 – Board Work Session
 - 2. Approve Bond Project - Adams HVAC Improvements 25
 Presenter: Ryan Spain, Director of Facilities
 - 3. Approve Bond Project – Multi-Site HVAC Improvements Design 26
 Presenter: Ryan Spain, Director of Facilities
 - 4. Approve South Eugene High School – Real Property / Wastewater Piping 27
 Presenters: Ryan Spain, Director of Facilities and Christine Nesbit,
 General Counsel
- X. **Items for Information**
 - 1. Receive an update from Family School 33
 Presenters:
 Teresa Martindale, Principal
 - 2. Budget Committee Finalist Presentations 34
 Presenter: Tom Di Liberto, Board Chair
 - 3. Receive the Educational Equity Advisory Committee Nomination for Budget Committee 36

	Presenter: Matt Brown, Director of Finance	
XI.	Items for Action	
	1. Approve revisions to policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students Reporting Requirements Presenter: Christine Nesbit, General Counsel	37
	2. Approve Resolution 2025-26-05 Directing the Development of a Sustainable Budget Presenter: Dr. Miriam Mickelson, Superiintendent	45
	3. Budgef Committee Selection Process Presenter: Matt Brown, Direcor of Finance	50
XII.	Items for Action at a Future Meeting	
	1. Eugene School District 4J Board of Directors Vote on Oregon School Board Associations (OSBA) Elections Presenter: Tom Di Liberto, Board Chair	64
XIII.	Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
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:
November 5, 2025

Title:
Approve the DRAFT Board Meeting Minutes for:

- October 8, 2025 Board Meeting
- October 22, 2025 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 REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: October 8, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 3, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Sebastian Bolden, Director of Middle School Education
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Jill Cuadros, Director of Nutrition Services
Brooke Wagner, Assistant Superintendent for Administrative Services
Larry Williams, Assistant Superintendent of Instruction and Access
Kat Lange, Executive Director of Youth and Family Support
Seth Pfaefflin, Director of Student Services
Oscar Loureiro, Director of Research and Planning
Kelly McIver, Director of Communications
Casandra Kamens, Curriculum Administrator
Kate Marrone, Director of Human Services
Della Thomas, SSD Administrator
Megan Perdue, Choir Director and Music Curriculum Specialist

Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Autumn Thessen, Early College and Career Options (ECCO)
Dallas Radspinner, ECCO
Kaleia Davis, Sheldon High School
Isumi Goodall, Sheldon High School
Lizbeth Maria Vargas, North Eugene High School
Josiah Mckinley, North Eugene High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Katheryn Hehman, International High School (IHS)

EMPLOYEE GROUPS:

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

OTHER GUESTS:

None

MEDIA:

KRVM

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 members present and read a land acknowledgment statement.

II. BOARD CHAIR WELCOME

On behalf of the Eugene School District 4J Board of Directors (BOD), Chair Di Liberto welcomed the new student representatives to the Board. He read a statement acknowledging district principals and assistant principals in honor of School Principals' Week, happening October 13 through 18, 2025.

Chair Di Liberto announced the restart of BOD site visits. He said they are excited to conduct site visits and learn what educators do. Their aim is to visit every school this year. Staff will be provided more information about how to invite Board members to their school and/or programs.

Chair Di Liberto reported BOD attendance at district sporting events (soccer, football, cheer, and cross country), an Ice Cream Social, and a National Association for the Advancement of Colored People (NAACP) Gala.

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Miriam Mickelson echoed Chair Di Liberto’s recognition of 4J principals and assistant principals. She reported that the district received 39 applications for one open vacancy on the Budget Committee.

Superintendent Mickelson recognized Megan Perdue, Sheldon High School Choir Director and Music Curriculum Specialist. Ms. Perdue was named one of the top 30 music educators in the nation by the Country Music Association’s Foundation. Superintendent Mickelson highlighted a clip from “Good Morning America” and presented Ms. Perdue with an award on behalf of the district.

V. ITEMS RAISED BY THE AUDIENCE

Larry Lewin, retired 4J teacher and Community Alliance for Public Education (CAPE) member, eulogized the late Betty Shoemaker, highlighting her excellence as a curriculum development coordinator and her many contributions to 4J.

Liberty Page, community member, spoke in opposition to the removal of the playground at Arts and Technology Academy (ATA). She cited a loss of opportunities for youth recreation, play, and sports.

Shannon Merrill, 4J parent, expressed opposition to the removal of the playground at ATA. She cited safety concerns accessing other nearby playgrounds and mentioned that gates have been installed around them. She requested the district reconsider the removal of middle school playgrounds in the future.

VI. COMMENTS BY EMPLOYEE GROUPS

Jamie Myers, Eugene Education Association (EEA), introduced herself as the new EEA President. Ms. Myers provided a brief personal background. She thanked Superintendent Mickelson for welcoming her and said she is looking forward to collaborating with the district. She mentioned that EEA is currently scheduling upcoming listening sessions.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton and Vice President Sally Deurfeldt provided comments. Ms. Jenkins-Easton said conversations and relations with Superintendent Mickelson have been encouraging. She said the bargaining team has appreciated BOD presence at their meetings. OSEA is pleased with the Board’s support of a standalone safety article. She brought attention to Article 22, regarding transportation employees, and cited unequal FTE assignment standards. Ms. Jenkins-Easton mentioned a proposal OSEA received, which they believe signals the dismantling of the Joint Benefits Committee. She said they are not open to a fully released position that mirrors the licensed liaison position ratified by EEA. She asserted that it is a tactic to

remove a union officer from their district bargaining unit position. She encouraged the BOD to review a Zoom recording discussing the topic.

Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President Scott Mayers provided comments related to his role and the role of MAPS. He recognized School Principals' Month and highlighted school activities underway, including open houses, curriculum nights, homecoming events, dances, and planning for parent conferences.

VII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: SEPTEMBER 3, 2025 BOARD MEETING AND SEPTEMBER 17, 2025 WORK SESSION

2. APPROVE MEAL PRICES FOR SY-2025-26

MOTION: Vice Chair Thessen moved to approve the consent agenda. Seconded by Mr. Hamilton. **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.**

VIII. ITEMS FOR INFORMATION

1. INTRODUCTION OF THE 2025-26 STUDENT BOARD REPRESENTATIVES

Chief of Staff Carmen Xiomara Urbina and Director of Secondary Education Sebastian Bolden introduced school year 2025-26 Student Representatives and described their role representing the student body. Each high school program has one student representative and one student representative elect. Superintendent Mickelson conducted an oath of office for the newly appointed Student Representatives, as follows:

Kaleia Davis and Isumi Goodall, representing Sheldon High School.

Lizbeth Maria Vargas and Josiah Mckinley, representing North Eugene High School.

Sheridan Schilling and Matt Bradshaw, representing Churchill High School.

Cora Ludwig and Deeya Patel, representing South Eugene High School.

Autumn Thessen and Dallas Radspinner, representing Early College and Career Options (ECCO).

Katheryn Hehman, representing International High School (IHS) at South Eugene High School.

2. RECEIVE INFORMATION ABOUT NEURODIVERSE-AFFIRMING LIBRARY BOOKS

Director of Student Services Seth Pfaefflin and Student Services Administrator Della Thomas provided information about Neurodiverse-Affirming Library Books.

Ms. Thomas explained that the Eugene Education Foundation (EEF) provided a grant for neurodiverse-affirming library books. She highlighted three books as examples: “Bitsey Bat, School Star” by Kaz Windness, “Wepa” by J de laVega, and “Afrotistic” by Kala Allen. She said the grant funds contributed 14 books to elementary schools, 10 books to middle schools, and six books to high schools. In closing, she recognized EEF and the Special Education Parent Advisory Council.

3. RECEIVE AN UPDATE ON THE ELECTRONIC HALL PASS PILOT

Assistant Superintendent for Instruction and Access Larry Williams, Casandra Kamens, and Mr. Bolden provided an update on the Electronic Hall Pass Pilot via PowerPoint presentation.

Ms. Kamens provided relevant background information, including that the Synergy electronic hall pass increases safety and security, reduces class disruptions, provides data driven insights, and increases accountability and transparency. She said this school year, four high schools and one middle school began piloting the electronic hall pass. Staff are working on a short video and preparing and Frequently Asked Questions (FAQ) for students, families, and guardians to learn more. Other engagement includes a feedback form, virtual community meeting, forum, and engagement at the school-level.

Mr. Bolden provided anecdotal information received from teachers and students, such as system glitches and the need for consistent practices.

Staff opened the floor to questions.

Ms. Jonak emphasized that special passes for students on 504s or IEPs should not set them apart from their peers. She suggested collecting student input.

Ms. Newman asked if the electronic hall pass helps to address reports of students converging in bathrooms.

Ms. Kamens responded affirmatively.

Ms. Rabasa asked about the cost to the district. She asked why Kelly Middle School was selected for the pilot.

Ms. Kamens responded that the Synergy electronic hall pass requires no additional cost.

Mr. Bolden responded that Kelly Middle School showed enthusiasm and self-selected.

Ms. Rabasa raised concern about the potential for inequitable discipline, citing school to school decision-making, practices around gender-neutral bathrooms, and producing data related to students.

Ms. Kamens provided further context in response to Ms. Rabasa’s concerns.

Mr. Williams stated that staff will be conducting an Equity Impact Review in December 2025.

Mr. Hamilton asked when feedback about the pilot will be provided. He said the pilot is fascinating to him. He commented that generally the district tends to discourage discussions about consequences. He suggested addressing behaviors to encourage more students to comply and succeed.

Ms. Kamens responded that data from the Climate Survey will likely be reported on in January.

IX. ITEMS FOR ACTION

1. APPROVE THE 2025-26 BOARD GOALS

There was no discussion.

MOTION: Ms. Jonak moved to approve the 2025-26 Board Goals. Seconded by Ms. Munro. **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.**

2. APPROVE THE 2025-26 SUPERINTENDENT EVALUATION PROCESS

Chair Di Liberto recommended approval of the 2025-26 Superintendent Evaluation Process.

The Board recommended minor updates to the draft timeline and language, including adding “joyful readers” to the Evaluate and Enhance Early Literacy Initiatives section.

MOTION: Ms. Jonak moved to approve the 2025-26 Superintendent Evaluation Process. Seconded by Mr. Hamilton. **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.**

3. POTENTIAL ACTION ON SUBSTITUTE TEACHER COMPENSATION

There was no discussion.

MOTION: Vice Chair Thessen moved to authorize and approve the continued implementation of the 2024-25 salary rates for substitute teachers as published on the district website until bargaining is completed for the successor contract. Seconded by Ms. Newman. **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.**

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL REVISIONS TO POLICY JOA – DIRECTORY INFORMATION

General Counsel Christine Nesbit presented information about approving revisions to Policy JOA – Directory Information. The policy relates to obtaining parental consent before disclosing student information.

She said the proposed updates are to bring the policy into alignment with changes to Oregon law (directory information may no longer include parent name, phone number, addresses, student’s previous school(s), etc.) and to update the timeline for parents to opt out.

Ms. Nesbit briefly responded to questions from the BOD.

2. CONSIDER FOR APPROVAL REVISIONS TO POLICY JFCEB – PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Ms. Urbina and Mr. Bolden introduced approving revisions to Policy JFCEB – Personal Electronic Devices and Social Media via PowerPoint presentation.

Ms. Urbina outlined key provisions in ORS 336.840, including that every district must adopt a policy governing student use of personal electronic devices, must permit use of devices for academic purposes and independent communication, may prohibit electronic communications/apps during school hours, must include a process and timeline for students to request use and appeal denials, must offer privacy protection, and proper notices.

Ms. Urbina outlined key excerpts from Executive Order 25-09, including:

- Mandatory policy adoption (full implementation January 1, 2026)
- Prohibition during instructional hours (bell-to-bell)
- Storage Requirements (off and away)
- Exceptions (medical needs, IEP/504, and superintendent-approved exceptions)
- Discipline
- Equity and Access
- Compliance

Ms. Urbina provided background information and policy history, including a reference to Jonathan Haidt’s book “The Anxious Generation,” linking smartphone and social media use to increased rates of anxiety, depression, and loneliness among adolescents.

Mr. Bolden spoke about the PED Committee and committee membership. He said the following four committees will guide the work:

1. Policy and Compliance Committee
2. Instructional and Equity Committee
3. Implementation and Operations Committee
4. Family and Community Engagement Committee

Ms. Urbina and Mr. Bolden said the BOD must adopt the policy by October 31, 2025 and fully implement the policy by January 1, 2026.

They provided the following roadmap:

- Pre-Phase (August 2025)
- Phase 1: Policy Development and Adoption (August – October 2025)
- Phase 2: Administrative Regulation Development (September – November 2025)
- Phase 3: Implementation Plan (November – December 2025)
- Phase 4: Compliance and Monitoring (January – June 2026)

Mr. Bolden provided information about the phases of project management, community survey data, and offered final recommendations. He said decisions still need to be made around storage methods, emergency communications, and exceptions.

Staff and the BOD engaged in a robust discussion about Policy JFCEB.

Vice Chair Thessen raised several points. First, she is concerned about students with neurodiversity and learning disabilities and their need for assistive technology. Secondly, she said the policy of parents picking up phones in the office may be problematic. She recommended that students collect cellphones. Lastly, she brought attention to potential impacts on students who are employed.

Ms. Jonak agreed with Vice Chair Thessen's concern about students relying on assistive technology. She pointed out that many students do not have a diagnosis. She is concerned that the district may be relying on families having access to more medical resources than exist in our community.

Chair Di Liberto noted the lack of funding for the new policy.

Ms. Rabasa suggested minor policy language changes. She commented that Administrative Rules (ARs) are not accessible for students and families. Relating to ARs, she recommended refining storage, discipline, and exceptions. She urged the district to consider the needs of multilingual learners, the importance of school-based play, and the social benefits of devices for some students.

Ms. Urbina provided that their objective is to offer clear communication, including a two-pager for families, and establish two-way communication channels. Regarding storage, she said there is not the funding to offer the same type of storage for every school. Responding to consequences, she noted that they will utilize restorative practices.

Ms. Munro asked if they have experienced damage or loss issues with the implementation of "cell hotels."

Mr. Bolden responded that they have not experienced damage or loss issues.

In closing, Ms. Urbina said the BOD will be provided with more information in the near future.

3. CONSIDER FOR APPROVAL THE REQUEST FOR STATE REVENUE FROM LANE EDUCATION SERVICE DISTRICT (ESD) FOR 2025-26

Finance Director Matt Brown recommended approval of the request for state revenue from Lane Education Service District (ESD) for 2025-26. He said the request is routine and comes before the BOD annually.

XI. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Thessen reported from Lane ESD. She said their superintendent is retiring, highlighted the Migrant Education Program, and mentioned their annual Student Leadership Summit.

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

There were none.

XIII. ADJOURNMENT

Chair Di Liberto adjourned the regular meeting at 9:01 p.m.

Recorded by Terah Van Dusen, LCOG

Superintendent

Chair

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

Date: October 22, 2025

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 October 17, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Jill Cuadros, Director of Nutrition Services
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Larry Williams, Assistant Superintendent of Instruction
Kat Lange, Executive Director of Youth and Family Support
Oscar Loureiro, Director of Research and Planning
Kelly McIver, Communications Director
Kyle Tucker, Chief Operations Officer
Kate Marrone, Director of Human Services
Anna Grace, College and Career Readiness TOSA
Courtney Leonard, Secondary Curriculum Administrator
Brooke Wagner, Assistant Superintendent for Administrative Services
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Misty Jackson, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President

MEDIA:

KRVM

I. CALL WORK SESSION TO ORDER, ROLL CALL

Chair Di Liberto called the work session to order at 6:01 p.m.

II. BOARD CHAIR WELCOME

Chair Di Liberto recognized October as National Book Month, highlighting the work of reading educators, coaches, volunteers, families, and librarians. He acknowledged National School Lunch Week, occurring in the second week of October, and offered appreciation for employees supporting students’ nutritional needs. He mentioned that the Board of Directors (BOD) received over 25 invitations to visit district schools and sites.

Chair Di Liberto reported recent Board activities: Each member reviewed Budget Committee applications (40 individual applications received); one member visited the library at Churchill High School; one member attended the Healthy Kids, Healthy Futures Breakfast hosted by Looking Glass Youth and Family Services; multiple members participated in the Twin Oaks Elementary School Fun Run; and multiple members attended two Budget Community forums. He congratulated Ms. Newman in light of recent recognition by the Jewish Federation of Lane County for her accomplishments and contributions to education.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. PUBLIC COMMENT

There were none.

V. COMMENTS BY EMPLOYEE GROUPS

Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President Misty Jackson acknowledged the anxiety, stress, and uncertainty surrounding potential budget cuts. She cited major reductions across all Eugene School District 4J employee groups, including executive leadership. Ms. Jackson encouraged the district to seek broad, structured input from students, families, employee groups, and community partners, and to target reductions using the district equity lens. She suggested protecting the highest leverage student supports, recalibrating resources, and thinking creatively.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE ROUTINE PERSONNEL ACTIONS

There was no discussion.

2. BOND PROJECT – MULTI SITE COVERED PLAYGROUND STRUCTURES

There was no discussion.

3. BOND PROJECT – MULTI SITE TRACK SURFACING

There was no discussion.

4. APPROVE AMENDMENTS TO THE BOARD MEETING CALENDAR FOR THE 2025-26 SCHOOL YEAR

There was no discussion.

MOTION: Vice Chair Thessen moved to approve the consent agenda. Ms. Newman seconded. **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.**

VII. ITEMS FOR INFORMATION

1. 9th GRADE HUMANITIES

College and Career Readiness TOSA Anna Grace presented information about 9th Grade Humanities via PowerPoint presentation.

Ms. Grace explained that the program supports students' social, emotional, and intellectual development while fostering safety, belonging, joy, and success in school through teacher collaboration in a cohort model. She said students who are on track in 9th grade are twice as likely to graduate from high school.

She said that 4J implemented a 9th grade cohort model throughout district high schools. Research has shown that cohorts improve student engagement, attendance, transition to high school, overall academic outcomes, and increases the likelihood that students stay on track.

Ms. Grace highlighted the Humanities Steering Committee, 9th Grade Team meetings, and cohort teacher collaboration.

She outlined next steps:

- Stronger program evaluation
 - Center 9th grade on-track to graduate data
 - Include survey data to determine student wellness, academic readiness and school involvement
 - Examine 10th grade student performance
- Strategize for Educator Wellness

- Work toward fidelity of implementation across all 4J high schools

Ms. Grace said the aim of Humanities is to increase school involvement and belonging, improve attendance, and improve access to AP, IB, CN, and CTE programs.

She opened the floor to questions.

Ms. Rabasa asked what type of data is discussed during cohort teacher collaboration.

Ms. Grace responded that the data includes, but is not limited to, student grades, test scores, and attendance.

Ms. Newman said her understanding is that AVID was going to be at all district high schools. She asked how AVID dovetails with Humanities, as some of the goals are similar.

Ms. Grace responded that Humanities has been referred to as “AVID light.” She said AVID is best practice, and they are using those best practices throughout the block.

Ms. Munro asked about the success class. She described receiving mixed reviews from students. She asked how the district is supporting educators.

Ms. Grace described embedding AVID, other curriculum, and shared strategies.

Ms. Munro asked how the district is best supporting students, noting that a grade cohort does not equal a proficiency cohort.

Ms. Grace responded that some of the curriculum comes with extensions and modifications. She mentioned other resources and emphasized collaboration.

Chair Di Liberto voiced his enthusiasm for 9th Grade Humanities.

2. RECEIVE A REPORT ON THE DIVISION 22 STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOL ASSURANCES

Chief of Staff Carmen Xiomara Urbina and Assistant Superintendent for Instruction and Access Larry Williams presented Division 22 Standards for Public Elementary and Secondary School Assurances via PowerPoint presentation.

Ms. Urbina outlined Division 22 Standards:

- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.
- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Ms. Urbina presented Division 22 Rule Categories:

1. High-quality learning experiences
2. Aligned and focused educational systems
3. Engaged partners and communities
4. Safe and inclusive schools
5. Committed and supported staff

She said the categories mirror 4J's priorities: academic excellence, wellbeing, equity, and belonging.

Ms. Urbina highlighted the following resources for information:

- ODE's Rules at a Glance Summary (provides a high-level summary of each rule)
- Secretary of State's Oregon Administrative Rules Database (consult the text of the OAR for all of the specific details)
- ODE's Division 22 Standards Newsletter (biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices)

Ms. Urbina outlined District 22 Standard Assurances:

- Combined accountability model
- Local accountability (must complete report by November 1)
- State accountability (must submit assurances to ODE by November 15)

Mr. Williams presented Division 22 Waivers for 2024-25:

- 581-022-2115(3) Assessment of Essential Skills:
 - Essential Graduation Requirements are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- OAR 581-022-2120 Essential Skills Assessments for English Language Learners
 - This related policy requirement has also been waived through the end of the 2027-28 SY

Mr. Williams outlined Rule Revisions in Effect for the 2024-25 School Year:

- OAR 581-022-2030 District Curriculum:
 - Beginning in 2024-25, districts must have had:
 - A planned K-12 instructional program for Social and Emotional Learning; and
 - A planned 9-12 instructional program which includes the Personal Finance Education and Higher Education and Career Path Skills content standards

Note: 4J meets the current 2024-25 requirements for SEL and HECP implementation, with full compliance for Personal Finance Education scheduled for 2026-27.

Regarding K-12 instructional program for Social and Emotional Learning, Mr. Williams provided the following:

- K-5 (Elementary)
 - Second Step curriculum provide weekly SEL instruction
- 6-12 (Secondary)
 - Wayfinder, aligned with Sources of Strength, support SEL development
- 9-12
 - Higher Education and Career Path (HECP) implemented at all high schools
 - A Personal Finance course is in development and will be implemented in 2026-27

He outlined the following Rule Revisions in effect:

- Modified Diploma, Extended Diploma, and Certificate of Attendance
- OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Mr. Williams reported that the District Leadership Team engaged in a comprehensive review, and 4J is in compliance with 58 out of 60 Division 22 standards. Staff are implementing a corrective action plan for two items. He highlighted the District Improvement Plan (OAR 581-022-2250) and timeline (adoption Fall 2026).

Ms. Urbina outlined New/Revised Rules and Requirements (OAR 581-022-2307) District Equity Committee (Educational Equity Advisory Committee):

- Represents students and families who have been historically underserved
- Advises on educational equity and system barriers
- Provides input on policies, programs, and practices affecting marginalized student groups
- Submits an annual summary or report, as determined locally, that may be shared publicly and with ODE
- Under the new law, the EEAC advises the superintendent directly and is exempt from public meeting law

Ms. Urbina provided New/Revised Rules and Requirements for Administration of State Assessments:

- Added SEED survey as required OSAS component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)

- Added clarification that districts must abide by ODE decisions regarding student test records

Ms. Urbina outlined New/Revised Rules and Requirements for Educational Leadership – Administrator Standards

- Updated to the Professional Standards for Educational Leadership
- Districts must align administrator evaluations to the updated standards by September 30, 2027

In closing, Ms. Urbina concluded that 4J is in compliance with all Division 22 standards, with the exception of OAR 581-022-2115 (Assessment of Essential Skills – Local Performance Assessments), for which a compliance plan is underway for the current school year.

Ms. Urbina and Mr. Williams briefly responded to questions from the BOD.

Ms. Newman asked if ODE will withhold funds for being out of compliance given the new accountability bill (SB 141).

Ms. Urbina implied that it is not yet certain.

Regarding the accountability bill and testing requirements, Ms. Munro asked about dovetailing the Local Performance Assessment piece.

Ms. Urbina responded that it may align with what the district is doing, and it may not. She assured Ms. Munro that conversations are underway with ODE and staff will provide updates as soon as they become available.

3. RECEIVE MONTHLY FINANCE REPORT

Director of Financial Services Matt Brown provided a monthly finance report including enrollment trends, general fund revenue, general fund expenses, and a financial summary via PowerPoint presentation.

He highlighted key components of the data:

- Enrollment increased from what was projected, but remains lower than last year
- Enrollment is expected to continue decreasing
- Enrollment has decreased 20% from 2020
- Staff has increased 25% from 2020
- General fund revenue is on par with what was projected
- General fund expenses increased slightly from previous years
- General fund expenses are slightly outpacing revenue

Mr. Brown reported that the annual financial audit is currently on schedule. He said financial statements may become available in late November.

Mr. Brown briefly outlined budget bucket basics:

- 100 General Fund – 53% of budget
- 200 Special Purpose – 11% of budget
- 300 Debt Service – 9% of budget
- 400 Capital Projects – 17% of budget
- 600 Insurance Reserves – 9% of budget
- 700 Private Trust – > 1% of budget

Mr. Brown provided a September 2025 financial forecast. He said the ending fund balance is just below the reserve policy and reiterated that expenses are currently outpacing revenue. He said that with no changes, by the end of the 2026-27 school year, the ending fund balance will be -\$9 million. Mr. Brown said changes are necessary to be in compliance with ODE.

He said there are few opportunities to increase revenue and suggested reducing expenses. He recommended a reduction of \$30 million in the 2026-27 school year and \$8 million in the 2027-28 school year.

Mr. Brown mentioned that a PERS bond is coming up in a couple of years, and the district must decide if it will go out for another one. He cautioned that the bond may not be as advantageous as in the past.

He provided context about the current financial forecast – How Did We Get Here?:

- Federal ESSER dollars with significant hiring
- Employee costs, such as COLA, retirement, and insurance costs
- Enrollment decline
 - Low birth rates
 - Housing costs
 - Smaller families
- Legislation in Salem
 - State School Fund allocations
 - Unfunded mandates

He outlined reductions made to the 2025-26 budget:

- \$20.7 million
 - \$1.6 million (8%) elementary staffing based on enrollment declines
 - \$19.1 million (92%) administrative staffing, materials, and one-time transfers

He outlined current year changes: What Are We Doing Now?:

- Moving to a hybrid-centralized purchasing process
- Pcard reductions

- Reducing professional development
- Hiring process reviews for all positions
- No new programs or services
- Not currently looking at mid-year staffing reductions to preserve current services and current programs to students

Referencing the approximate \$30 million proposed reduction for next school year, Superintendent Mickelson acknowledged that budget reductions have a very real human impact. She said it is important to her as a superintendent to approach the task of balancing the budget with care, compassion, humanity, transparency, and collaboration. She highlighted the next steps:

- October/November
 - Engage with leadership, departments and buildings
 - Reach out to stakeholders and community
 - Identify opportunities and review all options
- December-January-early February
 - Superintendent recommendations (3 phases)
 - Phase 1 – Executive Leadership and Directors
 - Phase 2 – Managers/Administrators/Professionals/Supervisors (MAPS) & Programmatic Changes
 - Phase 3 – Licensed and Classified Staff
- Mid-February-March
 - Staffing allocations to buildings and work on a 26-27 budget document; HR and contractual notifications begin
- April-June
 - Budget Committee meetings
 - School Board adopts budget by June 30, 2026

Superintendent Mickelson emphasized her commitment to presenting a balanced budget for next school year. She said the role of the Budget Committee is to approve the financial plan and overall amount. They do not have authority to direct the superintendent on programmatic changes. She noted that the final budget must be approved by June 30, 2026. The district's hope is to approve the budget in late May 2026.

Ms. Munro asked for clarification around the timing of the Budget Committee, noting that the committee meets late in the year while the budget process and work occur early in the year.

Superintendent Mickelson responded that there are contractual stipulations that govern the timing. She provided some examples.

Mr. Brown added that their intention is to invite Budget Committee members to Board meetings during which the budget process and reductions will be discussed.

Ms. Jonak asked if programmatic changes, including potentially moving or closing schools, will be done in a time frame such that parents have the final information before making choice decisions.

Superintendent Mickelson offered assurance that she will communicate with staff and families affected by any proposed school closures. She pointed out that the Board has final approval.

Ms. Munro brought attention to uncertainty around federal funding changes.

Mr. Brown validated Ms. Munro's point and said it is difficult to forecast federal funding changes.

Rick Hamilton left the meeting at 7:50 p.m.

VIII. ITEMS FOR ACTION

1. APPROVE REVISIONS TO POLICY JFCEB – PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Ms. Urbina presented revisions to Policy JFCEB – Personal Electronic Devices and Social Media.

Vice Chair Thessen brought attention to the need for exceptions for students who are also parents.

Ms. Urbina responded that staff are addressing all potential exceptions within Administrative Rule (AR), rather than in policy.

Ms. Jonak flagged the statutory language “medical providers order” as a potential accessibility issue and recommended clear communication with parents and families.

Ms. Rabasa said she is in favor of the motion, knowing there is the ability to revise the policy. She noted that exceptions that live in AR may need to live in policy later. She pointed out an equity issue concerning students' ability to use cell phones off campus, given that some students must remain on campus to receive free lunch.

Ms. Urbina said full implementation will occur on January 1, 2026.

MOTION: Vice Chair Thessen moved to approve Policy JFCEB – Personal Electronic Devices and Social Media. Ms. Newman seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor.**

MOTION: Vice Chair Thessen moved to delete the previous Policy JFCEB – Personal Electronic Devices and Social Media. Ms. Munro seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor.**

2. APPROVE PROPOSED REVISIONS TO POLICY JOA – DIRECTORY INFORMATION

General Counsel Christine Nesbit presented proposed revisions to Policy JOA – Directory Information.

There was no discussion.

MOTION: Vice Chair Thessen moved to approve proposed revisions to Policy JOA – Directory Information. Seconded by Ms. Munro; **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor.**

3. APPROVE THE REQUEST FOR STATE REVENUE FROM LANE EDUCATION SERVICES DISTRICT (ESD) FOR 2025-2026

Mr. Brown presented approval of the Request for State Revenue from Lane Education Services District (ESD) For 2025-2026.

There was no discussion.

MOTION: Ms. Jonak moved to approve the Request for State Revenue from Lane Education Services District (ESD) For 2025-2026. Vice Chair Thessen seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor.**

4. BUDGET COMMITTEE SELECTION PROCESS FOR 2025-2026

Mr. Brown engaged the BOD in the Budget Committee Selection Process for 2025-2026. There are two open Budget Committee positions, one is to be elected by the BOD, and the other is to be nominated by the Educational Equity Advisory Committee (EEAC).

Chair Di Liberto reported receiving approximately 40 applications for the Budget Committee vacancy. He described the role of the Budget Committee within the context of the budget process; and read a statement acknowledging the current state of the budget.

Mr. Brown explained the voting process. He instructed each Board member to select (i.e. write down) their top six candidates from the list of 40 applicants.

Staff then conducted a tally to determine the finalists, as follows: Stacy Dervin, Chanda Diekotto, Sarah Hagen, Dakota Boulette, Rene Jaramillo, and Keith Frazee. The finalists are invited to speak at the regular board meeting on Wednesday, November 5, 2025.

MOTION: Ms. Jonak moved to approve the six finalists for the Budget Committee. Vice Chair Thessen seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER PROPOSED REVISIONS TO POLICIES GBNAA/JHFF AND JHFF/GBNAA – SUSPECTED SEXUAL CONDUCT WITH STUDENTS AND REPORTING REQUIREMENTS

General Counsel Christine Nesbit presented proposed revisions to policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements.

She said the policies are duplicate policies lettered in different chapters of policy code. They involve suspected sexual conduct against students (i.e. boundary violation policy). The proposed changes are to align the policies with current standards.

Proposed revisions include:

- Expand the definition of student to include one year after attendance/graduation
- Require that contractors be mandatory reporters of sexual conduct, specifically contractors who interact with students
- Expand/refine electronic communications protocol

X. ADJOURN

Chair Di Liberto adjourned the work session at 8:53 p.m.

Minutes Recorded by Terah Van Dusen, LCOG

Superintendent

Chair



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 5, 2025

Title

Bond Project – Adams 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, beginning at Adams Elementary and continuing at other buildings in phases with the goal of completion at all sites for the fall of 2027. 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 Adams Elementary School and will be funded from available General Obligation Bond funds. Multiple bids were received and the recommended award is to FM Sheet Metal for \$516,812.

Recommendation

The superintendent recommends the award to FM Sheet Metal for the HVAC Improvements in the amount \$516,812 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 5, 2025

Title

Bond Project – Multi-Site HVAC Improvements Design

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, beginning at Adams Elementary and continuing at other buildings in phases with the goal of completion at all sites for the fall of 2027. 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 design work for the multi-site HVAC improvements at most sites without air conditioning and will be funded from available General Obligation Bond funds. Multiple design proposals were received and the recommended award is to Systems West Engineers for \$1,272,935. Remaining sites, based on system design types, will be completed under separate design contracts within the same timeline.

Recommendation

The superintendent recommends the award to Systems West Engineers for the multi-site HVAC improvements design in the amount \$1,272,935 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 5, 2025

Title

South Eugene High School – Real Property / Wastewater Piping

Presenter

Ryan Spain – Director of Facilities
Christine Nesbit – General Counsel

Background

The City of Eugene has identified some City-owned wastewater pipe segments serving South Eugene High School. Some repairs are required and the City has these repairs scheduled for the Summer 2026.

The City surveyor helped track down the history of this area and it sounds like the land that South Eugene High School sits on was part of the Driverton Addition to the City of Eugene and was platted in 1909. In the following years these wastewater pipes would have been built to follow the (at the time) streets and alleys. This history matches our pipe records that say the pipes were constructed in 1928. Then in 1945 Ordinance 8855 had the City vacate the alleys and streets but preserve City ownership of the underground public utilities.

Therefore, there are existing wastewater easements that allow the City to maintain the lingering public wastewater pipes. Furthermore, public ownership of wastewater pipes on school property is unique to this South Eugene High School location; other schools in Eugene operate like any other private property would, with private ownership of the wastewater pipes on their lots that serve their schools. The City recommends that the City transfer ownership and maintenance rights and responsibilities of these pipes to 4J.

The District and the City have negotiated a Memorandum of Understanding (attached) outlining:

- The rehabilitation of the wastewater lines serving South Eugene High School needing repair,
- Continued City maintenance of these pipes for a period of ten years from the date of completed repairs, approx. fall 2036,
- Vacate easements and transfer of utility ownership from the City to the District at the end of the ten year period.

Budget/Resource Implications:

The MOU does not include any immediate or assumed date of transfer budget/resource implications. Upon transfer of ownership of the wastewater lines in the fall of 2036, the District will be responsible for ongoing maintenance and repairs of the wastewater lines. Managing

maintenance and repairs of wastewater lines servicing our buildings is consistent with how all other district sites are currently managed by the District.

Recommendation

The superintendent recommends proceeding with the MOU between the District and the City of Eugene, vacating all facilities subject to this MOU and execute a release of all claims and rights that the City has had or may have had in the easements containing the above-listed pipe segments, which release shall be recorded as an instrument in the official records of Lane County, Oregon. The City will also transfer utility ownership to 4J.

MEMORANDUM OF UNDERSTANDING
BETWEEN
CITY OF EUGENE
AND
EUGENE SCHOOL DISTRICT 4J

This Memorandum of Understanding (MOU) is entered into by and between:

Eugene School District 4J (“4J”), and

The City of Eugene (“the City”),

collectively referred to as “the Parties.”

1. Purpose

The purpose of this MOU is to outline the terms and understanding between 4J and the City of Eugene regarding vacating of easements and subsequent transfer of utilities.

2. Property

The City owns easements and wastewater utilities (“the Property”) within tax lots owned by 4J (18-03-05-22-06000 and 18-03-05-23-01300) that are the subject of this Agreement.

3. Responsibilities

- **City of Eugene** agrees to rehabilitate the wastewater mainline pipes that are more than 25 years old and that exclusively serve 4J’s South Eugene High School. This includes the following list (mapped in Appendix A):
 - MH 17318 – MH 17209
 - MH 4268 – MH 11950
 - MH 11950 – MH 17274
 - MH 17274 – MH 4267
 - MH 4267 – MH 4042
 - MH 4042 – MH 12402

The City will notify 4J in writing and provide copies of complete O&M’s and transferrable warranty information when it has completed the rehabilitation of the above-referenced pipe segments.

The City also agrees to continue to maintain these pipes, as well as the following list of pipes that are newer than 25 years old and that exclusively serve 4J’s South Eugene High School, on the City’s regular TV’ing and cleaning schedule for 10 years following rehabilitation project completion:

- MH 4266 – MH 17319
- MH 17319 – MH 17318
- the portion of MH 17209 – MH 5562 outside of the right-of-way

After 10 years of maintenance, the City agrees to vacate all facilities subject to this MOU and

execute a release of all claims and rights that the City has had or may have had in the easements containing the above-listed pipe segments, which release shall be recorded as an instrument in the official records of Lane County, Oregon. The City will also transfer utility ownership to 4J.

- **Eugene School District 4J** agrees to accept the transfer of ownership of the above-listed wastewater utilities up to the right-of-way line 10 years after rehabilitation project completion. 4J also agrees to allow the City and its contractors to access the Property (with a signed Right-of Entry) for rehabilitation and maintenance of the above-listed and other wastewater mainline, including the following list of mainlines to be rehabilitated and not transferred (mapped in Appendix A):
 - MH 4048 – MH 4047
 - MH 4047 – MH 4245
 - MH 4245 – MH 5538

4. Timeline

This MOU shall become effective upon signature by both Parties and shall remain in effect until the wastewater utilities have been successfully transferred to 4J.

5. Non-Binding Agreement

This MOU is intended to reflect the mutual understanding of the Parties and does not constitute a legally binding contract. However, both Parties agree to act in good faith in carrying out the intent of this MOU.

6. Signatures

In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the last signature below.

IN WITNESS WHEREOF, the undersigned parties hereto through their authorized representative below hereby execute this MOU as of the date of the final signature:

Eugene School District 4J

City of Eugene Public Works Engineering Division

By: _____
(signature)

By: _____
(signature)

Print Name:
Print Title:

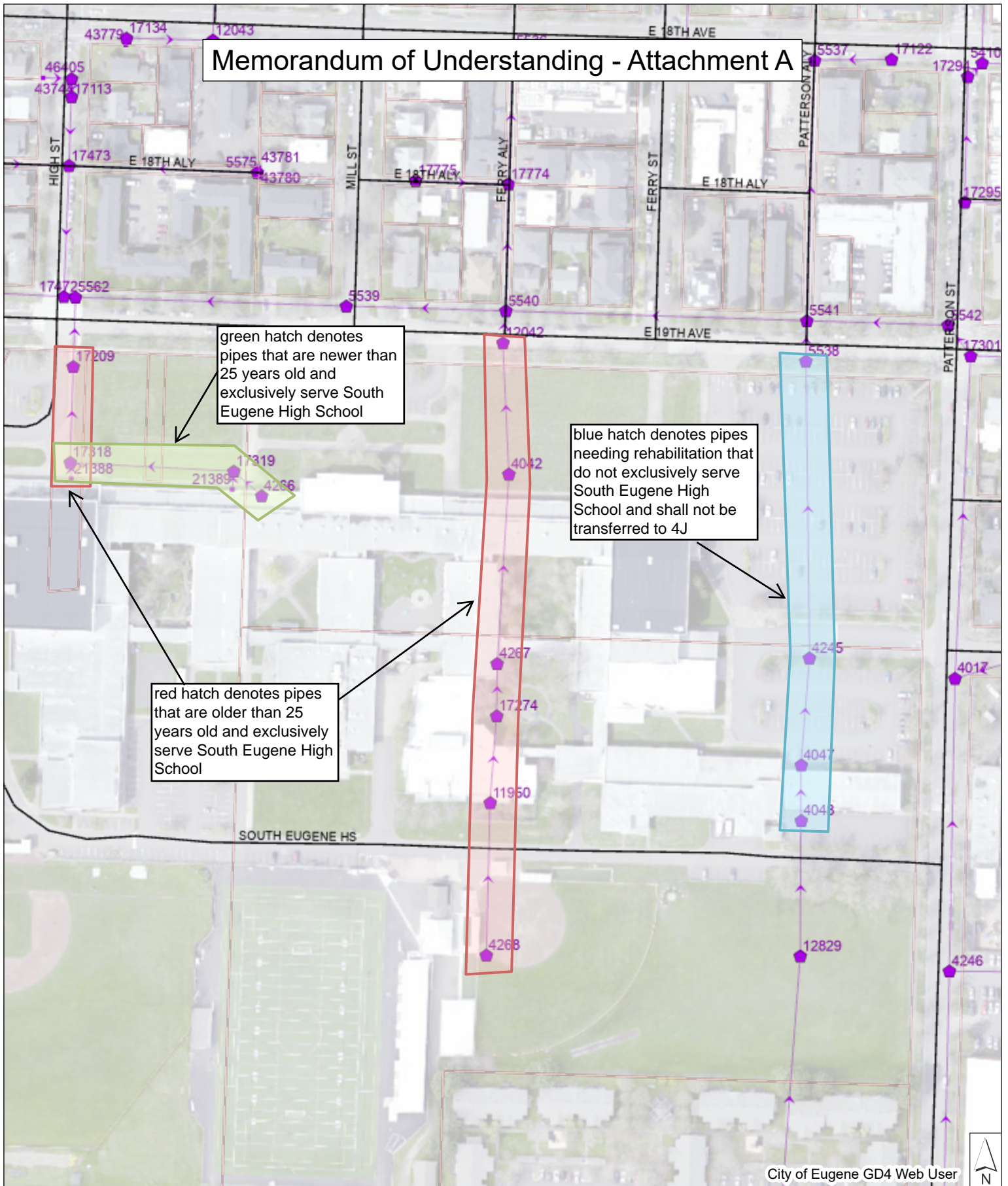
Print Name:
Print Title:

Date: _____, 2025

Date: _____, 2025

Appendix A

Memorandum of Understanding - Attachment A



green hatch denotes pipes that are newer than 25 years old and exclusively serve South Eugene High School

blue hatch denotes pipes needing rehabilitation that do not exclusively serve South Eugene High School and shall not be transferred to 4J

red hatch denotes pipes that are older than 25 years old and exclusively serve South Eugene High School

Legend			
Areas	— Streets	● Cleanout	2023 Metro Airphoto (Pictometry TrueTouch) (3 in)
Override 1	Eugene UGB	● Other	
Override 2	Waste Lines	Waste Numbers	
Override 3	Waste Points		
Taxlots	Manhole		

Caution:
This map is based on imprecise source data, subject to change, and for general reference only.

City of Eugene GD4 Web User





ITEM FOR INFORMATION

Date of Meeting:

November 5, 2025

Title:

Receive an update from Family School

Presenter:

Teresa Martindale, Principal

Background:

Family School is a collaborative K–5 choice elementary school where learners grow roots and spread their wings. ([LINK: Family School Slideshow 2025](#))

Family School was created in 1988 as a collaboration between parents and teachers who wanted a school program with family involvement as a core value. Parent participation is encouraged, but not required at Family School.

Family School's motto, From Roots to Wings, expresses their instructional focus of providing foundational skills to nurture student's independence and life-long learning.

Family School embraces child-centered, developmental learning that involves families, students and teachers working together in a multi-age setting.



ITEM FOR INFORMATION

Date of Meeting:

November 5, 2025

Title:

Budget Committee Finalists Presentation

Presenter:

Tom Di Liberto, Board Chair

Description:

The Eugene community is very supportive of education and of our school district. Not only do they support our district with their votes and their contributions; our community invests their time and expertise in our district.

The district is grateful for those volunteers who give in our schools and those who give by sitting on committees, such as the budget committee. Budget Committee members generously share their expertise and time in support of the district.

The 4J Budget Committee is made up of seven community members and the seven member school board. The district recently accepted applications for the open position on the committee. Tonight the board will hear from those applicants on why they are interested in serving on the budget committee.

The budget committee examines the annual budget proposal to ensure that the district is planning to spend money in furtherance of district goals. The committee reviews the proposed district budget, hears comments from community members, asks questions, and then approves the budget for the school board to consider for adoption.

The budget committee reviews the proposal to ensure that the district is planning to spend money to support the district values and goals.

The budget committee meets and deliberates in public and once deliberations are complete, the budget committee approves the budget for adoption by the school board and sets the tax rate.

By Oregon law, to be eligible to serve on the budget committee, applicants must not be district employees (ORS 294.414(4)), must be registered voters (ORS 294.414(2)), and must live within the boundaries of Eugene School District 4J (ORS 294.414(2)). Applicants do not need to be parents of students or have any other association with 4J schools. By law, committee members may not receive any compensation for their services (ORS 294.414(3)).

This year, the district received 40 applications for the position of Budget Committee.

At their October 22, 2025 Work Session, the Board balloted to select six finalists. The six finalists have been invited to speak for 3-5 minutes at the November 5, 2025 Board Meeting.

The names of the finalists are below. Their applications are included in the board packet. The six finalists will have the opportunity to speak for 3-5 minutes at the November 5, 2025 Board Meeting.

Dakota Boulette
Chanda Diekotto
Sarah Hagen

Stacy Dervin
Keith Frazee
Rene Israel Jaramillo

The Board Chair will invite each finalist to individually share their comments with the board. The format is the same as public comment. This is not an interview and there will not be a dialogue. This is an opportunity for the board to hear directly from each finalist.



ITEM FOR INFORMATION

Date of Meeting:

November 5, 2025

Title:

Equity Committee Nomination for Budget Committee

Presenter:

Matt Brown, 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 district employees are not eligible to serve on the committee. 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 for their budget committee positions. Budget committee members must serve their committee without compensation. The last requirement is that **one member of the Budget Committee must also serve on the Educational Equity Advisory Committee.**

The Eugene School District 4J Educational Equity Advisory Committee (EEAC) was established in alignment with Oregon's [Senate Bill 732](#). The EEAC is part of the district's commitment to diversity, equity and inclusion, providing a collaborative framework for addressing educational disparities, particularly those affecting historically underserved communities.

The district Budget Committee has two vacancies to fill, which expired as of 6/30/2025:

- Dakota Boulette
- Eric Richardson

Next Steps

The Educational Equity Advisory Committee will nominate one member of the EEAC to serve on the Budget Committee. The Board would need take action to approve the nomination from the and appoint them to the budget committee. This will leave 1 open position for the board to fill through the budget committee selection process.

At their October 28, 2025 meeting, **the EEAC nominated Eric Richardson** to continue to represent the Educational Equity Advisory Committee on the Eugene School District 4J Budget Committee.

At the November 5, 2025 Board Meeting, the Board is expected to action to appoint the candidate nominated by the Equity Advisory Committee and appoint the candidate selected through the ballot process.



ITEM FOR ACTION (Second Read)

Date of Meeting

November 5, 2025

Title

Approve Revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements

Presenter

Christine Nesbit, General Counsel

Background

Policies GBNAA/JHFF and JHFF/GBNAA are the district’s policies prohibiting suspected sexual conduct with students and governing investigations, procedures and disclosures when reports are received. These policies are required by Oregon law which contains a number of detailed requirements. Revisions to policies GBNAA/JHFF and JHFF/GBNAA are necessary or advisable for a few reasons, including a change in state law.

Policies GBNAA/JHFF and JHFF/GBNAA prohibit staff, contractors, agents and volunteers from engaging in sexual conduct with students. They currently define the term “student” as meaning a person in pre-K through grade 12, or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left the school or graduated from high school within *90 days* prior to the sexual conduct.

In 2024, the law expanded the definition of “student” to encompass students who graduated or left school within *one calendar year* prior to the sexual conduct. By extending the time in which someone is considered a “student,” a greater number of recent graduates or recently departed students stand to be protected from sexual conduct by school employees, contractors and volunteers. The proposed policy revisions update the definition of “student” to mirror that in the law.

Policy revisions are also recommended for the following three purposes:

1. Currently, these policies require employees and volunteers to report suspected sexual conduct but do not impose that same obligation on contractors who provide services in a manner that require them to have direct unsupervised contact with students. While not required by law, it is a policy option to impose that same obligation on these contractors, and the superintendent is recommending this. Because contractors who have direct unsupervised contact with students may be in a good position to learn and report about suspected sexual conduct, requiring them to do so as a matter of policy supports the district’s efforts as a system to prevent and address sexual conduct with students. Page 2 of the policies reflect this recommended change.

2. The policies must address electronic communications with students by contractors, agents and volunteers. The superintendent recommends changes to the electronic communications portion of the policy (see page 3) to make the electronic communications rules more nuanced. Specifically, current district policy prohibits all contractors, agents and volunteers from making electronic communications without the knowledge of parents or guardians. In practice, this level of prohibition is unworkable. A better, and safe approach, is to ensure that these communications are directed to a group of students rather than individuals or are as directed by administration. The proposed changes at page 3 reflect this.

3. Staff recommend that a sentence in paragraph one of the policy be placed in the footnote. This is a minor, non-substantive edit.

Policy JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements * was last updated in 2010.

Code: JHFF/GBNAA
 Adopted: 9/01/10;
 Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to accept proposed revisions to JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements and GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements. The Board may wish to direct staff to make further revisions.

Recommendation

The superintendent recommends the board approve revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements at a future meeting.

Eugene School District 4J

Code: GBNAA/JHFF
Adopted: 9/01/10
Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25
Orig: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, **and** volunteers, **and students**⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.⁵

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, **contractor** or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the student's building principal, and to designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. The designated licensed administrator for all 4J schools is the Human Resources Director, and the alternate designated licensed administrator is the Title IX Coordinator. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer for making the report.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. ~~The district prohibits contractors, agents, and volunteers from making electronic communications without the knowledge of parents/guardian.~~ When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Except as permitted above, texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

Policy GBN/JBA strictly prohibits sexual harassment in all of its programs and activities, including harassment of students by staff, volunteers, contractors and other students. As applicable, board policy GBN/JBA - Sexual Harassment will be followed in addition to the terms of this policy. Any suspected child abuse, including sexual abuse and sexual exploitation, shall be immediately reported to DHS or law enforcement and the district's designated licensed administrator as provided in policy GBNAB/JHFE - Reporting Suspected Abuse of a Child.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2126 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

Eugene School District 4J

Code: JHFF/ GBNAA
Adopted: 9/01/10
Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25
Orig: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, **and** volunteers, **and students**⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.⁵

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, **contractor** or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the student's building principal, and to designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. The designated licensed administrator for all 4J schools is the Human Resources Director, and the alternate designated licensed administrator is the Title IX Coordinator. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

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2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

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Policy GBN/JBA strictly prohibits sexual harassment in all of its programs and activities, including harassment of students by staff, volunteers, contractors and other students. As applicable, board policy GBN/JBA - Sexual Harassment will be followed in addition to the terms of this policy. Any suspected child abuse, including sexual abuse and sexual exploitation, shall be immediately reported to DHS or law enforcement and the district's designated licensed administrator as provided in policy GBNAB/JHFE - Reporting Suspected Abuse of a Child.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2126 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).



ITEM FOR ACTION

Date of Meeting:

November 4, 2025

Title:

Approve Resolution 2025-26-05 Directing the Development of a Sustainable Budget

Presenter(s):

Dr. Miriam Mickelson, Superintendent

Background:

The district faces a \$30,000,000 anticipated deficit for the 2026-27 fiscal year, and it is necessary for the Superintendent and the Board to make a number of strategic financial and operational decisions in advance of the preparation of a budget document. These decisions must be made this winter in order to allow impacted staff the opportunity to plan and prepare, and to enable the district to implement budget reduction strategies in a timely, planful manner.

Approval of this resolution provides direction to the Superintendent to present a budget reduction plan, components of which will be presented in Board meetings between now and February 2026. As provided in the resolution, the plan will include recommendations about budget reduction strategies, including but not limited to a reduction in force, meaning an aggregate reduction of positions. Approval of this resolution will support the Superintendent by affirming that a reduction in force for the 2026-27 school year is necessary and by affirming the intention of the Board to act on the Superintendent's recommendations on the overall numbers of positions that will be reduced, thereby providing her critical guidance in the planning process. The resolution affirms that the Superintendent is authorized to, and shall, determine which positions are to be eliminated for the 2026-27 school year without further action by the Board so long as her determination to eliminate positions is within Board-authorized levels. Finally, the resolution directs that the Superintendent prepare a proposed 2026-27 budget in April 2026 that reflects the Board-authorized reductions.

Options and Alternatives:

Proposed revisions to the resolution, if any, can be discussed at the meeting.

Recommendation:

The Superintendent recommends the Board adopt Resolution 2025-26-05.

RESOLUTION NO. 2025-26-05

Directing the Development of a Sustainable Budget

WHEREAS,

1. A foundational responsibility of the Eugene School District 4J Board of Directors is to provide prudent stewardship of district resources to best support student success and educational equity; and
2. As a public agency, the district must comply with ORS 294.456 which requires that adopted expenses not exceed available funds; and
3. The district faces a forecasted budget gap of approximately \$30 million for the 2026-27 school year; and
4. ORS 342.934 requires district administration to make several staffing-related decisions before laying off licensed teaching staff; and
5. Due to the scale of reductions required for 2026-27, it is necessary for the Board to authorize reductions to staffing, services and programs in advance of the development of the budget document; and
6. The Board wishes to make strategic decisions by February 4, 2026 so as to:
 - a. guide the development of the 2026-27 recommended final budget for 2026-27;
 - b. provide impacted district staff the opportunity to plan and prepare; and
 - c. enable the district to implement such strategies in a timely and planful manner.

NOW THEREFORE BE IT RESOLVED,

1. The Board has determined that a reduction in force for the 2026-27 fiscal year is necessary. Due to the scale of reductions anticipated, the Board will direct the Superintendent concerning overall reduction levels at future Board meeting(s). The Superintendent is authorized to and shall determine which positions are to be eliminated within the levels authorized by the Board: No further action by the Board is necessary.
2. At Board meetings over the next three months, the Superintendent shall present components of a comprehensive budget reduction plan to include recommendations about the overall level of positions to be reduced district-wide, the elimination or reduction of programs and services, and other means of achieving cost savings as the Superintendent deems advisable. The Board intends to act on the Superintendent's recommendations at the Board meeting following the meeting in which they were presented and no later than February 4, 2026.

3. The Board directs the Superintendent to present a proposed 2026-27 budget in April 2026 that reflects Board-authorized reductions.

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

**Tom Di Liberto, Board Chair
Board of Directors, Eugene School District 4J**

Key Budget Questions

- What must we protect or preserve? Why?
- What can we preserve but scale back? Why?
- What are the trade-offs? Why?
- What can we pause until financial conditions improve? Why?
- What can we de-implement (acknowledging we cannot fund everything)? Why?

Guiding Questions

Alignment	Does it align with 4J's values and priorities (academic excellence, equity, student and staff well-being, inclusion, and transparency in decision-making)?
Student Impact	Is there a direct impact on students? Does it improve student outcomes, especially for focal populations? Is there evidence that benefits and impact justify the cost?
Equity & Access	Does it reduce disparities and remove barriers?
Sustainability	Is the funding source ongoing or one-time? Will it create future financial obligations that exceed available capacity?
Focus and Efficiency	Does it streamline operations and focus resources on what matters most for students, and not add complexity or spread resources too thin?
Community Voice	Have we considered input from students, families, staff, and community members, and how does it align with their expectations or needs?
CBA/Legal/Fairness	Is it compliant with CBAs and legal requirements and is it fair to employee groups?



ITEM FOR ACTION (Second Read)

Date of Meeting:

November 5, 2025

Title:

Budget Committee selection process

Presenter:

Matt Brown, 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 district employees are not eligible to serve on the committee. 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 for their budget committee positions. The last requirement is that budget committee members must serve their committee without compensation.

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

The district has two vacancies to fill, which expired as of 6/30/2025:

- Dakota Boulette
- Eric Richardson

Timeline

- 09/22/25 - Application opens
- 10/06/25 - Application closes. Staff confirms statute requirements with applicants and prepares for presentation to school board for 10/22
- 10/08/25 - Staff provides information on the number of applicants received.
- 10/22/25 - Board reviews applicants to determine finalists to invite to speak at the next board meeting
- 11/05/25 - Finalists speak for 3-5 minutes. The board completes ballot voting. The board receives the nomination from the Equity Committee. The two newly selected committee members will be announced and the board will take action to approve.

Next Steps

The Equity Committee will nominate one member of the Equity Committee to serve on the Budget Committee. The Board would need take action to approve the nomination from the and appoint them to the budget committee. This will leave 1 open position for the board to fill through the budget committee selection process.

Staff prepared the application form, which proved to be an excellent resource for obtaining 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 the six finalists from the applicant pool. The board has identified their top six (6) finalists via a ballot process.

The second step would consist of each of the finalists to speak for 3-5 minutes at the November 5, 2025 Board Meeting.

The names of the finalists are below. Their applications are enclosed in this agenda.

Dakota Boulette
Chanda Diekotto
Sarah Hagen

Stacy Dervin
Keith Frazee
Rene Israel Jaramillo

At the November 5 meeting, the Board will ballot to select the top candidate.

The Board will then take action to appoint the candidate nominated by the Equity Advisory Committee and appoint the candidate selected through the ballot process.



Top 6 Budget Committee Candidate Applications

Applications	1
Dakota Boulette	1
Stacy Dervin	3
Chanda Diekotto	4
Keith Frazee	6
Sarah Hagen.....	8
Rene Israel Jaramillo.....	11

Applications

Dakota Boulette

What is your connection to Eugene School District 4J? Former student and budget committee member

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm eager to continue the work I've been dedicated to for the past four years. I'm especially excited about the opportunity to ensure that our community's voices are heard and that their needs are met

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? DEI plays a role in ensuring that funding is distributed in a way that addresses disparities in resources and support services. The committee should also be mindful of fostering a supportive and inclusive environment for both students and staff by allocating funds for professional development around DEI, inclusive curricula, and accessible school facilities

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I bring a unique combination of lived experience and institutional knowledge to the Budget Committee. As a former homeless youth, I have a deep understanding of the challenges faced by vulnerable populations. This experience has shaped my approach to public service, as I am passionate about advocating for equitable resource allocation. In addition to my personal background, I have served on the committee for the last four years, including three years in district leadership. Currently, I also serve as the Vice Chair of the Stonewall Caucus of the Democratic Party of Oregon and as the Governor for Oregon with the National Federation of Stonewall Democrats. This role allows me to build



strong political connections and work with diverse communities, which further strengthens my ability to navigate complex political landscapes. I bring not only a wealth of lived experience but also the institutional knowledge and political networks necessary to effectively contribute to the committee's work

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? As a member of the Budget Committee, I would prioritize open and transparent communication with the community. One of the ways I plan to do this is by being more actively engaged in our schools, taking the time to hear directly from students and staff about what needs to be done. Additionally, I would make a concerted effort to meet with union groups that represent the dedicated staff members who make up our district. By building these connections, I can better understand the needs of the community and ensure that their voices are represented in the budget process.

While not required, please share any experience you have with finance, accounting, and/or budgets. 4J budget committee 2021-present Stonewall Caucus Democratic Party of Oregon treasurer 2022-2023



Stacy Dervin

What is your connection to Eugene School District 4J? I am a parent of two 4J students, 6th & 8th grade at Spencer Butte Middle School

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I understand that there is a need for committee members with finance-specific backgrounds during a really important & challenging time in the districts' fiscal situation. I'm most excited about bring a long-term perspective focused on sustainability & equity to a room where there might be a multitude of voices prioritizing short-term needs & wants.

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? This work should be woven throughout every facet of decision-making so that the decisions do not impact our district's most vulnerable students disproportionately. I believe that those with privilege, socially & economically, must use it to lift others up.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a deep understanding of short & long-term finances through my current work as a financial planner at Tailored Financial Planning. I also have 13 years of institutional money management experience working with the UO Foundation. I've been the director of an in-home daycare/pre-school for 3 years, and care deeply about supporting children of all ages. I've founded a non-profit that supported work to reduce child abuse & neglect, and I currently sit on the Board of Parenting Now as the Board Secretary. I attended public schools in Oregon and was a scholarship recipient at an Oregon public university (University of Oregon).

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? I am a parent of a child in the LGBTQIA+ community and as a white cis-woman, I am aware that I have privilege not shared by many others in my community. I've crossed social & economic classes and believe that every 4J child should have access to opportunity whether they are in North, East, West or South Eugene. I am also a home owner who pays property taxes and a business owner who is active in that community.

While not required, please share any experience you have with finance, accounting, and/or budgets. I am a Certified Financial Analyst and a Certified Financial Planner. I have a BS in Math & Economics from the University of Oregon. I've held Treasurer positions at Oregon Mozart Players & Parenting Now for the last 3 years.



Chanda Diekotto

What is your connection to Eugene School District 4J? Both of my sons attend schools in the 4j district.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the budget committee because I understand the crucial role budgeting plays in the types of programs offered, teachers employed, and ultimately how we invest in our children's futures. I'm most excited about collaborating with other community members, making evidence-based decisions on how to best utilize the funds available, and help find creative solutions to the challenges now facing our communities.

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? My role is to support diversity through inclusion and helping to amplify those voices in committee work and decision-making. Through my work with local organizations supporting diverse communities, my human rights commission experience, and my previous employment as a special education teacher, my advocacy role is ensuring these voices play a central role in the overall benefit to our children, their education, and the surrounding community. A school district is a core component of ensuring equity throughout our society.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? Currently I work with esl students, most are refugees and immigrants who are working towards better futures for their families. I've worked for several years in special education and pre-k classes. These experiences have widened my perspective to include overall family units as extensions of students. I understand the struggles of parents especially of students in these demographics as well as teachers and administrators working towards address the issues they see every day in student education.

I'm currently in a dual master's program at the U of O specializing in public administration and nonprofit management. This has given me deep insights into the roles of institutions within our city as well as the tools to research and implement best practices benefitting stakeholders.

I also have attended academic programs at the United Nations Headquarters in New York which has granted me access to global perspectives by speaking with top officials and experts on human rights, cultural dynamics, and the biggest issues facing our youth such as rampant misinformation, climate change, and unregulated AI. I have also acquired a Certificate of Diplomacy from these programs.

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? Since my background varies widely and involves the perspectives of educators, administration, local governments and agencies, minority groups, nonprofit organizations, and parents my contribution to the committee would include offering questions and insights to foster a meaningful discourse on the true values of our community and challenging collective illusions by presenting evidence and narratives to educate those unfamiliar with issues that may deserve further consideration. Allowing there to be an open dialogue, without judgement, which is fully inclusive to ensure



these multiple perspectives are equitably represented would be my contribution.

As for becoming a bridge to the community, the knowledge gained from participating on this committee would allow me to bring valuable insights to those primarily affected by its decisions and how they go beyond, extending its benefits throughout the community. By being able to articulate how and why these decisions are/were made in relation to previous budgets and in the considerable strain of today's circumstances, I will be able to better serve as a bridge and advocate for the school district's decisions and priorities.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have served in many capacities ranging from chairing a successful library Political Action Committee as treasurer and an HOA president and treasurer maintaining substantial reserves while keeping monthly dues reasonably low for our residents. I've managed multiple budgets in the food industry as well as in my daycare business. As a board member at the Fern Ridge Library Foundation, Friends of the Fern Ridge Library, and the Eugene Science Center I've been involved in many critical decisions regarding the distribution of limited funding.

Additionally, I've worked as a student consultant at the U of O Law School in assisting local organizations in developing management and financial strategies. By becoming familiar with their budgets, bylaws, and objectives we were able to help strengthen their capacity to fulfill their missions within our community.



Keith Frazee

What is your connection to Eugene School District 4J? I live in Eugene and am a passionate supporter of public education in our community. I currently serve on the board of the Eugene Education Foundation (EEF), a nonprofit whose mission is to promote educational excellence and opportunity for all students in 4J. Through this work, I've gained firsthand insight into the needs of our schools, the power of targeted investments, and the strong potential for public-private partnerships to advance educational opportunity for students.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I care deeply about the future of our schools and the wellbeing of all 4J students. 4J is facing some of the same financial headwinds I've helped navigate at the University of Oregon, namely declining enrollment, rising labor costs in a unionized environment, and the long-term impacts of a structural budget shortfall. I'm interested in serving because I believe I can offer both empathy and expertise. I've led a large department through difficult budget reductions and reorganizations while maintaining focus on core mission, staff wellbeing, and long-range strategic goals.

I'm particularly excited about contributing to transparent, long-term fiscal planning that balances today's realities with tomorrow's opportunities. I also want to support Superintendent Mickelson and believe she's well-positioned to guide the district toward stability and growth.

This is a chance to give back in a way that leverages both my professional expertise and my personal commitment to education.

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? Budgets are moral documents. They reflect and enact our values and priorities. As enrollment patterns shift and resources tighten, we must be especially vigilant that historically underserved students aren't further marginalized. That means looking at the budget not just in aggregate, but in terms of who benefits and who bears the impact.

Through my work with EEF, I've seen the importance of equity-informed investments in our schools and district. On the Budget Committee, I would bring that lens to every discussion, advocating for smart, targeted decisions that lift all students.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I bring a strategic mindset, steady leadership in complex systems, and a deep personal commitment to education. Professionally, I oversee a \$12 million budget as Associate Vice President and Chief of Staff for the University of Oregon's Division of Communications. I've led my division through budget cuts, restructured work to preserve impact with fewer resources, and collaborated with HR, finance, and labor leadership to minimize harm.

As a volunteer board member with the Eugene Education Foundation, I've helped shape a multi-year strategic plan focused on equity, fundraising growth, and organizational effectiveness. I also coach youth sports and am a proud public school parent.

My personal core values are trust, excellence, care, and resilience, and I strive to reflect these



in everything I do. In my lived experience, I was adopted by two parents who worked themselves to the bone, often starting before I woke up and ending after I went to bed at night. Despite their hard work, we remained in humble financial circumstances that forced a level of independence and responsibility upon me that I depend on even today. It's through the care and attention given to me by educators and coaches in my life, when others would've otherwise leaned on their parents, that built up my love for school and commitment to education.

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? I believe I'm well-connected across the Eugene community, from educators and parents to local nonprofit and university leaders. I would proactively listen to those perspectives and bring them into the room. I also have deep experience in strategic communications and public engagement. I'd look for opportunities to help explain the committee's work in clear, community-centered language, and to foster trust through transparency and accessibility.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have more than a decade of experience managing public sector budgets, currently overseeing a \$12 million budget for the University of Oregon's Division of Communications. My work includes multi-year budget forecasting, scenario modeling, staffing alignment, and tracking the return on investment of communications and outreach efforts. I've also helped manage the fundraising and investment strategy for the Eugene Education Foundation, including reviewing grant allocations, unrestricted funding goals, and equity-impact metrics. Additionally, I own a small property investment company, giving me insight into the effects of real estate and neighborhood cultures, as well as their impact on school communities.



Sarah Hagen

What is your connection to Eugene School District 4J? I have a child in 4nd grade at Adams elementary and a younger child who will one day go to Adams. I am a member of the Adams site council. I am the treasurer for the Adams Community Group (the school's PTO). I have also volunteered in multiple capacities at the school, including weekly volunteering in the classroom.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in serving on the budget committee because I want to use the skills and knowledge that I've developed in my career to give back to my community. My depth of experience in education, community service, and finance makes this a particularly good fit.

I have previously volunteered my time and expertise in the education sector (e.g., for several years I provided free tutoring for children living in public housing in the Boston area) as well as in the world of non-profit finance (e.g., for two years I served on the Oregon Community Credit Union board of directors). As I detail below, I have also worked in both education and finance. With one child in a 4J school and another who one day will be at a 4J school, I have a vested interest in supporting the district. On a personal level, I want to learn more about the funding structure of our school system. I am curious about essentially every aspect of the budgeting process. I am eager to take a peek behind the curtains to see how financial decisions are made and how district money is used to support the education of our children. Strong public schools are vital to creating a well-informed citizenry, which is a good that benefits all. But beyond this, a good education can change a person's life. Strong public education is not just of practical importance, it is an intrinsic good. This is why I want to give back in this way. Serving on the budget committee seems like the perfect match for my expertise, interests, and values.

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? There are two main reasons to prioritize diversity, equity, and inclusion. One is moral. It is simply the right thing to do to reverse the historic exclusion and marginalization of certain groups of people. The other reason is practical. A 2020 report by McKinsey & Co. entitled "Diversity Wins" suggests that there is ample evidence that diverse groups lead to better business decisions and outcomes. There is an intuitive reason why this should be so seeing an issue from multiple perspectives leads to greater understanding and, thus, smarter decision making. A 2019 report by Harvard Business School entitled "When and Why Diversity Improves Your Board's Performance" claims that the research is more mixed, and that the gains in diversity are only realized when paired with a culture of egalitarianism. That is, diversity cannot be mere tokenism. The practical benefits of diversity require true representation and allyship. The goal of diversity, equity, and inclusion aligns with the role of the budget committee. The citizen volunteers of the budget committee are there to help ensure that the budget furthers district goals in alignment with the values and needs of the community. A connection to that community, in all its diverse aspects, is required to do this job well.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a targeted skill set, an open mind, and a positive attitude to the committee. I have taught at the high school and college levels and in both public and private settings. I have a master's degree in teaching and a PhD in



mathematics. I know what it is like to work at a school where students are struggling and budgets are tight, and I know what it is like to work at a school where students are thriving and everyone has the support they need. I am passionate about education and am committed to making sure that the system functions at its best.

Prior to my career in education I worked in finance, where I learned accounting techniques and strong business practices. I also previously served as an associate member of the board of directors at Oregon Community Credit Union, an institution whose complex financial statements required extensive time and focus in order to critically evaluate. I am pleased to share the following praise I received from my fellow board members at the end of my tenure

“Sarah’s hunger to learn is outstanding. She has displayed the courage to express dissenting opinions and ask questions when necessary. I believe her to be a great asset to the board.”

“She is inquisitive, not afraid to speak up when necessary. Her positive attitude is quite refreshing.”

“Sarah is very engaged and asks good questions of management and the Board. I appreciate the diversity of thought her background, experience and skill set adds to our discussions.”

“Her insightful nature is helpful in adding new dimensions to our discussions. She is a delight to work with and has a bright future.”

I hope that my skills and expertise align with the needs of the current budget committee.

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? As a former OMSI Science Communication Fellow and active mathematician, I have had extensive involvement in our community through my STEM outreach projects. I have organized public math events for the Eugene Science Center, Oregon State University, OMSI, the Corvallis-Benton Public Library, Salem Boys and Girls club, the Coffee Creek Correctional Facility (women’s prison outside of Portland), and Tsunami Books. I have volunteered my time and STEM expertise for 500 Women Scientists Eugene, the Da Vinci Days Science Festival, Adams Elementary School, and South Eugene High School. This work keeps me in close contact with the local scientific community.

My work as a stand-up comedian provides me with a deep connection to the local artist (and especially, performing artist) community and the venues that support it. Additionally, I frequently perform for benefit shows, where proceeds are donated to various local causes (e.g. WellMama and Greenhill Humane Society).

While not required, please share any experience you have with finance, accounting, and/or budgets. I have significant experience with finance, accounting, and budgets. Before completing my graduate work in mathematics, I spent several years doing financial analysis for a San Francisco-based investment firm. This work involved building financial models for companies and critically engaging with management teams to understand their businesses and their financial prospects. As previously mentioned, I served as an Associate Director for Oregon Community Credit Union for two years. This work involved understanding the complex structure of a multi-billion-dollar financial institution and critically evaluating its extensive financial statements. I am also the current treasurer of the Adams Community Group, where budgeting is a major responsibility.



Rene Israel Jaramillo

What is your connection to Eugene School District 4J? My son is currently attending 7th grade at Spencer Butte middle school

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I have never served on a budget committee before, and I am excited about the opportunity to both learn and contribute. What excites me most is the chance to understand how financial decisions are made and to play an active role in making sure resources are allocated responsibly and effectively to benefit all students

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? As a bilingual Spanish speaker and someone who belongs to a minority group, I understand the importance of ensuring that everyone is represented. I have interacted with people from diverse backgrounds, and this helps me recognize when certain perspectives may be overlooked. On the budget committee, I would prioritize making sure decisions reflect the needs of the entire community, especially those who have historically been underrepresented.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a combination of professional and lived experience that supports thoughtful decision-making. Through my work, I have developed skills in analyzing information, paying attention to detail, and managing resources responsibly. As a bilingual Spanish speaker and a member of a minority group, I bring a perspective that values inclusion and ensures everyone considered.

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? Being bilingual in Spanish allows me to connect with a broader group of families and ensure their voices are included. I also believe in clear communication, so I would share the committee's work with the community in a way that is easy to understand and transparent.

While not required, please share any experience you have with finance, accounting, and/or budgets. I earned a Master's degree in Finance from the University of Oregon (go ducks!) where I gained knowledge in financial analysis, budgeting, and resource management. While I have not yet served on a budget committee, I am eager to use this background for the benefit our community.



BUDGET COMMITTEE CANDIDATE BALLOT

FINAL CANDIDATES PLEASE CHOOSE X	
Chanda Diekotto	
Dakota Boulette	
Keith Frazee	
Rene Jaramillo	
Sarah Hagen	
Stacy Dervin	

Board Member Name: _____ Ballot Round # _____

Please mark your top X candidates for appointment to the budget committee.

Candidates	Tom	Ericka	Maya	Judy	Jenny	Morgan	Rick	Total
Chanda Diekotto								0
Dakota Boulette	1	1	1	1				4
Keith Frazee						1		1
Sarah Hagen							1	1
Stacy Dervin					1			1



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

November 5, 2025

Title:

Eugene School District 4J Board of Directors Vote on Oregon School Board Associations (OSBA) Elections

Presenter:

Tom Di Liberto, Board Chair

Description:

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

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

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

The Board will review Oregon School Board Associations (OSBA) Election at their November 5, meeting. At the November 19 meeting the Board is scheduled to take action and vote on the 2025 OSBA Elections.

The ballot includes Board Position #6 and Legislative Policy Committee #6:

- OSBA Board Position #6 Candidate
 - Maya Rabasa, Eugene School District 4J
 - Nicole DeGraff, Springfield Public Schools
 - Maureen Mittenberger, Siuslaw School District 97J
- Legislative Policy Committee #6 Candidate
 - Judy Newman, Eugene School District 4J
 - Adrian Pollut, Siuslaw School District 97J

For OSBA board and Legislative Policy Committee positions each board gets one vote. A complete explanation of this system can be found in Section 2.4.2 of the OSBA Bylaws. (Link to OSBA Elections website page: <https://osba.org/osba-elections-information-3/>)

Action:

At a future meeting, the Board must take official board action and then submit that information to OSBA. The board will vote as a body. Staff will record their vote with OSBA.



2025 OSBA Election Information - Lane Region

In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- The Lane region holds one position on the Board of Directors and one position on the Legislative Policy Committee, both of which are up for election.*
- There are no resolutions being brought before the membership at this time.*
- Candidate materials are posted on the [OSBA Election Information](#) page.*

- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

Lane Region Official Ballot

1. Board of Directors Position 06

- Nicole De Graff
- Maureen Miltenberger
- Maya Rabasa

2. Legislative Policy Committee Position 06

- Judy Newman
- Adrian Pollut

Board Action Verification

* 3. Type the name of the district, ESD, or community college board that officially made this vote.

* 4. Type the meeting date when the board officially made this vote.

* 5. Type your name and title.

Send me a copy of my responses via email

Done

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