

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, January 7, 2026

NOTICE: The Special Board Meeting 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

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
 Special Board Meeting**

- I. Call Special Board Meeting to Order, Roll Call, Land Acknowledgement
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Items Raised by the Audience
- VI. Comments by Employee Groups

- VII. **Consent Group — Items for Action**
 - 1. Bond Project – ATA Seismic Upgrades 3
 Presenter: Ryan Spain, Director of Facilities
 - 2. Bond Project – Willagillespie & Fox Hollow Roof Coatings 4
 Presenter: Ryan Spain, Director of Facilities
 - 3. Approve the DRAFT meeting minutes for: 5
 December 3, 2025 – Special Board Meeting
 December 10, 2025 – Regular Board Meeting

- VIII. **Items for Information**
 - 1. Receive Information on Phase 2 of the Budget Reduction Plan 26
 Presenters:
 Miriam Mickelson, Superintendent
 Carmen Xiomara Urbina, Chief of Staff
 Matt Brown, Director of Finance

- IX. **Items for Action**
 – None

- X. **Items for Action at a Future Meeting**
 - 1. Consider for approval Board Resolution 2025-26-07 Relating to Phase 2 66
 Program Changes and Authorizing a Reduction in Force.
 Presenter: Miriam Mickelson, Superintendent
 - 2. Consider for approval proposed Policy CEA–Superintendent's 69

Educational Advisory Committee and consider deleting Policy BCFA–Educational Equity Advisory Committee.
Presenters: Carmen Xiomara Urbina, Chief of Staff and Juan Cuadros, Assistant Superintendent of Equity, Inclusion and Belonging

- XI. Committee Reports by Individual Board Members
- XII. Suggestions by the Board for Consideration of Items at a Future Meeting
- XIII. Adjourn Special Board Meeting

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

January 7, 2026

Title

Bond Project – ATA Seismic Upgrades

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. As part of the Bond’s Safety and Security improvements, targeted seismic upgrades were identified for two regional middle school gyms: ATA Middle School and Cal Young Middle School.

These two upgraded facilities together with the new North Eugene High School and Camas Elementary School will provide one district gym in each region designed to the highest structural capacity. This approach establishes community assets that can serve as dry shelters in the event of a major earthquake.

This Item for Action authorizes the seismic modifications at ATA Middle School’s main gym during the summer of 2026. Design for the Cal Young Middle School gym will begin in spring 2026, positioning construction to occur during the summer of 2027.

Budget/Resource Implications:

Multiple bids were received and the recommended award is to Bineham Construction for \$458,119.

Recommendation

The superintendent recommends the award to Bineham Construction for the ATA Seismic Upgrades in the amount \$458,119 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 7, 2026

Title

Bond Project – Willagillespie & Fox Hollow Roof Coatings

Presenter

Ryan Spain – Director of Facilities

Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs or coatings to protect and extend the useful life of the district’s asset. These projects paid for through available General Obligation Bond or Capital Reserve funds. Both Willagillespie and Fox Hollow have roof areas in need of roof coatings to extend their useful life. Coatings of the targeted roofs have been scheduled for the summer of 2026. Additional re-roofing at Willagillespie will be submitted for approval under a separate Item for Action next year.

Budget/Resource Implications:

Multiple bids were evaluated. The successful bid by Garland Industries was \$525,406 in accordance with OMNIA Partners MICPA #PW1925 and will be funded from available Capital Reserve funds.

Recommendation

The superintendent recommends the award to Garland Industries for the Willagillespie & Fox Hollow roof coatings project in the amount \$525,406 funded from available Capital Reserve funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

January 7, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- December 3, 2025 Special Board Meeting
- December 10, 2025 Regular Board Meeting

Background:

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

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

Date: December 3, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a special meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on November 28, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BUDGET COMMITTEE MEMBERS PRESENT:

Dakota Boulette
Eric Richardson
Scott Fellman
Abbie Stillie
Courtney Salic
David Wallace
Amy Fellows

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Bob Blyth, Associate Director of Finance
Kelly McIver, Communications Director
Christine Nesbit, General Counsel
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

Krista Parent, Coalition of Oregon School Administrators (COSA) Executive Director
Candace Pelt-Perez, Coalition of Oregon School Administrators (COSA) Deputy Director

EMPLOYEE ASSOCIATIONS:

Jamie Meyers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) President

MEDIA:

KRVM

I. CALL SPECIAL MEETING TO ORDER, ROLL CALL

Chair Di Liberto called the special meeting to order at 6:14 p.m.

II. BOARD CHAIR WELCOME

Chair Di Liberto welcomed attendees to the special meeting. He said the focus of the meeting will be training for the Board of Directors (BOD) and the Budget Committee regarding the budgetary process. He highlighted a Eugene School District 4J budget shortfall of \$30 million.

Chair Di Liberto said that given the deficit, the district is likely resizing the workforce. He said the superintendent and staff have begun a full examination to generate a budget plan that reflects 4J values, policies, and resolutions. He introduced Coalition of Oregon School Administrators (COSA) Executive Director Krista Parent and COSA Deputy Director Candace Pelt-Perez to facilitate an informational session regarding the budget process.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Mickelson provided comments. She expressed appreciation for Budget Committee members and acknowledged the scope of current budgetary challenges. She thanked COSA guests for helping to facilitate the training.

IV. ITEMS FOR INFORMATION

1. SCHOOL DISTRICT BUDGET PROCESS

Ms. Parent and Ms. Pelt-Perez provided an informative presentation about budget processes, specifically focusing on Budget Committee Roles and Responsibilities.

Ms. Parent provided opening comments about school budgeting, including that it is “one part science, and one part educated guesses, seasoned with unforeseen circumstances and a pinch of hopeful thinking baked under a constant heat of state and federal requirements.”

She noted that school boards will not know for certain until the end of the 2027 fiscal year how much they have to spend in the 2026-27 school year budget, which must be approved by June 30, 2026.

She outlined the following:

- The State School Fund allocation \$11.4 billion adopted in the 2025-27 state budget gave school budget officials a biennial number that gets split 49% in the first year and 51% in the second year but no guarantee
- Board Policy DI “Financial Management Policies” gives the Board and staff further guidance regarding the budget

She introduced three major steps in the budget process:

- District staff proposed budget
- Budget Committee approved budget
- School Board adopted budget

Ms. Pelt-Perez briefly went over Board Policy DBEA:

- Made up of 14 members
- A majority of the committee is required for passing an action item
- At the first “official” Budget Committee meeting, a Chair and Vice Chair shall be selected from the community appointed members
- ORS 294.414 is state law regarding Budget Committees

She outlined the Roles and Responsibilities of the Budget Committee:

- The district’s Budget Committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document
- All meetings are open to the public
- It is the function of the Budget Committee to approve appropriations for expenditures before the start of each new fiscal year as presented by the Budget Officer to the committee
- The Budget Committee may choose to change appropriation levels; however it does not have authority to make programmatic changes
- Once the Budget Committee approves the budget it is sent to the Board for final adoption after a public hearing

Dakota Boulette asked if the Budget Committee not having authority to make programmatic changes is written in statute.

Ms. Parent confirmed that statutorily the Budget Committee does not have the authority to make programmatic changes, but it does have the authority to make appropriation level changes. She said the Budget Committee can also make recommendations to the BOD.

Ms. Parent and Ms. Pelt-Perez outlined key dates leading to the proposed budget:

**Budget Committee members are encouraged to attend or review the following meetings*

- November 5 – Board resolution and values, priorities
- December 10 – Phase I
- January 7 – Phase 2 (First Read)
- January 14 – Phase 2 (Second Read)
- January 21 – Phase 3 (First Read)
- February 4 – Phase 3 (Second Read)

Superintendent Mickelson explained that the goal behind the phased approach is to protect direct services to students, such that any reductions to classroom-based personnel will occur in Phase 3. She said that Phase 1 is non-personnel reductions, Phase 2 is budget reductions impacting personnel (specifically MAPS), programmatic changes and/or school closures, and Phase 3 involves classified and licensed staff.

Ms. Parent observed that it is likely impossible to achieve a \$30 million reduction without getting to Phase 3.

Ms. Parent presented 4J's Core Values: Student Centered, Equity, Academic Excellence, Inclusion and Wellness, Responsibility and Sustainability, Transparency and Trust.

She briefly introduced Budget Priorities: Protect What is Essential, Center Students, Advance Equity and Access, Ensure Fiscal Stability, Promote Focus, Efficiency, Alignment and Coherence, and Lead with Care and Clarity.

Ms. Parent outlined best practices for the Budget Committee process:

**Budget Committee members are encouraged to review information about the State School Fund on the Oregon Department of Education (ODE) website*

- ✓ Training on the Budget Committee process, calendar, expectations for committee members, etc.
- ✓ Overview of how the State School Fund (SSF) works and how Oregon funds its schools
- ✓ Orientation on the budget document, the fund structure, and the types of activities or programs and expenditures made from each fund in the budget
- ✓ General discussion of vision and goals, spending priorities, or philosophy used to develop the proposed budget
- ✓ Assumptions used in the development of the budget (SSF estimates, enrollment, federal allocations, etc.)
- ✓ General economic projections by the finance officer of possible changes in resources or requirements expected next year

Ms. Pelt-Perez outlined best practices for Budget Committee work:

- The primary function is to receive and review the Superintendent’s proposed budget and budget message, then make a formal recommendation to the Board about whether to adopt it, adopt it with modifications, or reject it
- The Committee also:
 - Tests the budget against the district’s goals and core values
 - Approve the district’s spending authority
 - Certifies property tax amount submitted to County Assessor
 - Ensures the budget is balanced
 - Provides opportunity for public input
 - Can provide priority input if there is opportunity to return programs

The following are things the Budget Committee does *not* do:

- Make the final budget decisions
- Determine specific program cuts
- Manage day-to-day spending
- Set educational policy
- Negotiate labor contracts
- Have ongoing oversight authority
- Approve budget transfers or changes

Ms. Parent and Ms. Pelt-Perez invited questions and comments.

Mr. Richardson asked for clarification about the difference between department appropriation levels and programs, specifically related to athletics.

Associate Finance Director Bob Blyth explained that athletics is one program within a function, so the Budget Committee would approve the appropriation at the function level for all the programs associated with that function.

Ms. Stillie asked why the Budget Committee does not have access to the entire budget, including all the line items.

Mr. Brown responded with further context about their reasonings.

On the topic of the SSF, Mr. Blyth mentioned that 4J receives roughly 2.7%, so if the SSF were to reduce by \$100 million, it would be an impact of \$2.7 million.

Ms. Fellows recommended that the Legislative Committee provide information on the topic of SSF funding to the Budget Committee. She also requested information from the Finance Department regarding the SPED budget.

Superintendent Mickelson committed to emailing ThoughtExchange data to Budget Committee members.

Mr. Brown mentioned that Budget Committee members can expect an email from Operations Manager for the Superintendent's Office Lisa Fjordbeck with links to tools, guides, and webinars referenced or requested during the discussion.

Ms. Salic suggested that Budget Committee members continue receiving paper copies of the presentations prior to their meetings.

Mr. Brown responded affirmatively.

Mr. Brown, Mr. Blyth, and Superintendent Mickelson presented information pertaining to the budget decision-making guide for the 2026-27 school year; and the Budget Roadshow (4J.lane.edu/budget).

Mr. Brown presented the budget values and priorities statement and budget priorities.

Superintendent Mickelson provided the following key budget reduction questions:

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

She suggested the following criteria to guide in answering the questions:

- Alignment
- Student Impact
- Equity and Access
- Sustainability
- Focus and Efficiency
- Community Voice
- CBA/Legal/Fairness

Mr. Brown briefly outlined Resolution No. 2025-26-05, adopted on November 5, 2025.

Staff presented information from the Budget Roadshow, including:

- Budget Buckets
 - 100 – General Fund (53%)
 - 200 – Special Purpose (11%) **18.6 million from federal government*
 - 300 – Debt Service (9%)
 - 400 – Capital Projects (17%)
 - 600 – Insurance Reserves (9%)
 - 700 – Private Trust (<1%)
- State School Fund
 - State School Fund Formula

- Currently provides \$118 million – 47% of general fund revenue
 - Local Option Revenue
 - *Renews every 5 years
 - Currently provides \$27 million – 11% of general fund revenue
- Enrollment and Staffing Trends
 - Enrollment is down 20% since 2000
 - Staff has increased 25% since 2000
- Forecasting the Future
 - Financial Forecast as of September 2025 – expenditures are exceeding revenue
 - Assumed reductions: \$30 million in 2026/27 and \$8 million in 2027/28
 - 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 (SSF allocations, unfunded mandates)
- Looking at our Past
 - The last significant reductions were over a decade ago
 - \$20.7 million in reductions were made during the 2024-25 school year
- Current Year Changes
 - Moving to a hybrid-centralized purchasing process
 - Purchasing card 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 service and current programs to students

Superintendent Mickelson provided next steps/timeline:

- October – November: Engagement
- December – February: Recommendations
 - 3 Phases
 - Phase 1: Executive Leaders
 - Phase 2: Directors, principals, managers, and professionals and program changes
 - Board meetings January 7 and 14
 - Phase 3: Licensed and classified staff
 - Board meetings January 21 and February 4
- February – March: Building
 - Staffing and contractual obligations, Budget Building for 2026-27
- March – June: Adoption

- Budget Committee Meetings – March 31, April 8 and 22 at 6:00 p.m.
- Board Meeting – Public Hearing May 13
- Board Meeting – Board Adopts Budget May 27

Staff briefly responded to questions from the BOD and Budget Committee members.

V. ADJOURN

Chair Di Liberto adjourned the special meeting at 8:19 p.m.

Superintendent

Chair

Recorded by Terah Van Dusen, LCOG

DRAFT

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

Date: December 10, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on December 5, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Bob Blyth, Associate Director of Finance
Judy Jesiah, Manager of Financial Stewardship and Compliance
Brooke Wagner, Assistant Superintendent for Administrative Services
Kelly McIver, Communications Director
Greg Borgerding, District Athletic Director
Sebastian Bolden, Director of Middle School Education
Jeff Johnson, Director of Elementary Education
Oscar Loureiro, Director of Research and Planning
Jen Bills, Director of Safety and Emergency Management
Christine Nesbit, General Counsel
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School

Kaleia Davis, Sheldon High School
Arnav Sivanandan, Eugene Online Academy (EOA)
Deeya Patel, South Eugene High School
Autumn Thessen, Early College and Career Options (ECCO)
Brennan Sheedler, International High School (IHS)

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President
Sally Duerfeldt, Oregon School Employees Association (OSEA) Vice President
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President

MEDIA:

KRVM
Lookout Eugene-Springfield
Student Media from Sheldon High School

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

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

II. BOARD CHAIR WELCOME

Chair Di Liberto reported Board of Director (BOD) attendance at the following activities:

- Howard Elementary Crafts Bazaar
- PTO Meeting at El Camino del Río/River Road Elementary School
- Classroom visit at Sheldon High School history class
- Classroom visit at AP Domestic and Global Politics and Governance class at South Eugene High School

He thanked in advance classified, licensed, and administrative staff for their work guiding students and helping them focus leading up to winter break.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Mickelson shared that she has been conducting staff and student listening sessions as part of the district budget process. She acknowledged the difficult conversations. She commented on the professionalism and grace that staff members have demonstrated, as well as students' questions and input. She thanked staff, families, and the community for their commitment to students.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Sheridan Schilling, Churchill High School, reported student feedback regarding the new cell phone policy. She said students are worried that each teacher will have a slightly different method of enacting the policy and that it could distract from their teaching. She said students have expressed anxiety, confusion, and lack of clarity. She encouraged the district not to settle for the initial cell phone policy but to continuously improve it based upon effectiveness and the current needs of students. Ms. Schilling invited Board members to attend Sheldon's annual student versus staff basketball game on Sunday, December 14, 2025, which serves as a fundraiser for their Holiday Cheer Drive.

Autumn Thessen, ECCO, stated that overall student morale is good. She reported on activities currently underway, including ECCO's Food Drive and Winter Festival.

Arnav Sivanandan, Eugene Online Academy (EOA), raised concerns about district budget cuts. He described EOA as a program that helps a lot of students – students with jobs, family obligations, unique learning needs, neurodivergence, and marginalization. He shared a quote from another EOA student, Lovely Young-Page. He emphasized that EOA helps students succeed in their education and protect their futures.

Brennan Sheedler, International High School (IHS) provided relevant background information. He reported concerns about students' ability to meet their graduation requirements given Chinese Immersion, citing students being forced to choose between IHS and immersion. He said many students choose immersion to later enter the IB program; and that IB program administrators are ready to work with the district to resolve the issue. Mr. Sheedler said their school has seen a large enrollment this year and is projecting to reach 1,100 students in the 2026-27 school year. He mentioned that students are interested in how the new cellphone policy will be implemented and enforced.

Kaleia Davis, Sheldon High School, expressed support for Sheldon Colorguard and highlighted some of their successes. She cited a district pause on the performance group and stated that every student should have equal opportunity to participate in sports. She expressed her disappointment. Ms. Davis reported on active affinity groups, school drives, and campaigns.

Deeya Patel, South Eugene High School, thanked Superintendent Mickelson for meeting with students to discuss pending budget cuts. She said that while Superintendent Mickelson clarified what will not be cut, students remain concerned about several viable programs, positions, and groups. She provided several examples and urged the district to continue centering student voices in their decision-making process.

VI. ITEMS RAISED BY THE AUDIENCE

Joey Carlson provided comments in favor of Family School, citing concern over proposed budget cuts. He offered relevant information, statistics, and data about Family

School and brought forth suggestions to preserve the program. He cautioned that the district would lose money if it closes Family School.

Larry Lewin (online), Community Alliance for Public Education (CAPE), highlighted an article recently published in Lookout Eugene-Springfield, featuring South Eugene High School HumaniTech educator Lallie McKenzie. He said every 4J educator should be expected and supported to teach like Ms. McKenzie.

Veronica Dutton, former 4J student, spoke on the topic of Sheldon High School Colorguard. She described her background with Colorguard, emphasized its influence and impact (including scholarships for higher education), and shared program successes. She expressed opposition to the decision to pause Colorguard.

Susan Fricke, 4J parent, provided comments in support of CALCI, specifically Creative Currents and Future Build. She provided personal testimony about her two children and their successes participating in CALCI programs. She emphasized its lifesaving impact.

Blake McWilliams provided comments in favor of Family School, citing concern over proposed budget cuts. He provided robust insight into the school community and urged the Board and district to preserve Family School.

Madeline Humphrey, 4J student, spoke on the topic of Sheldon High School Colorguard. She cited recent impacts to Colorguard, specifically the district's decision to unclassify the program as a school-sponsored activity thereby prohibiting the use of district facilities (i.e. gymnasiums) for rehearsals. She highlighted significant program successes and urged the district to reconsider.

Emma Icenhower, 4J student, spoke on the topic of Sheldon High School Colorguard. She challenged the decision to pause the program, provided relevant information, and urged the district to reconsider.

Hailey Lessel, 4J parent, provided comments in favor of Family School, citing concern over proposed budget cuts. She offered information about her son's experiences at 4J, citing a lack of support in district schools other than Family School. She said once her son went to Family School he improved drastically and, as a result, she moved all her children there. She urged the district to preserve Family School.

Valerie Munthe, 4J parent, provided comments in favor of Family School, citing concern over proposed budget cuts. She emphasized the positive impact of Family School on families and students and said the program should be emulated and echoed to all corners of 4J. She urged the district to find a solution and to rescind the decision to not allow alternative schools to cohabitate in neighborhood schools.

Beth McWilliams, 4J parent, provided comments in favor of Family School, citing concern over proposed budget cuts. She highlighted the significant impact of successful

volunteerism at Family School. She reported an estimated 6,000 volunteer hours last school year and suggested that Family School is saving the district money.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, provided comments. Sally Duerfeldt, OSEA Vice President, provided an informational handout to the BOD. Ms. Jenkins-Easton cited information from 4J audited financial statements and budget documents, suggesting that for the past four years 4J has projected large general fund deficits yet every year have ended up with millions of dollars remaining. She also brought up that the district holds more in reserves than policy requires. She underscored the importance of accuracy, transparency, and responsible stewardship of public dollars. Ms. Jenkins-Easton urged the district to work with OSEA concerning agreeable budgeting practices, communications, and employee contracts.

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President offered comments. He said that current budget reductions and the impact on staffing are difficult, citing uncertainty, stress, and concern. He reflected on the value and contributions of MAPS members and acknowledged their sacrifice being made in service to the whole.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR:

November 19, 2025 – Board Work Session

2. APPROVE PERSONNEL ACTIONS

There was no discussion.

3. APPROVE BOND PROJECT – MULTI-SITE VIDEO MANAGEMENT SYSTEM (VMS) AND CAMERA REPLACEMENT

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. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

IX. ITEMS FOR INFORMATION

1. RECEIVE MONTHLY FINANCE REPORT

Finance Director Matt Brown provided a monthly Finance Report via PowerPoint presentation. He presented graphs depicting general fund revenue, expenses, and over/underspending.

He highlighted a general fund revenue increase due to property tax revenue. He noted that the beginning fund balance for the general fund was budgeted \$700,000 less (a 1.5% difference) than what was forecasted.

2. RECEIVE INFORMATION ON PHASE 1 OF THE BUDGET REDUCTION PLAN

Superintendent Mickelson and Mr. Brown provided information on Phase 1 of the Budget Reduction Plan via PowerPoint presentation.

Superintendent Mickelson provided opening comments, stating that behind every painful budget reduction are staff members who help students thrive. She said the district is doing their best on behalf of students, balancing the needs of every individual, the holistic needs of the district, centering students, and doing their best to be compassionate. She said the reductions will help to stabilize the district and will not affect the commitment to safety, wellbeing, learning, behavior support, social-emotional learning, and equity, inclusion, and belonging.

Ms. Mickelson said the district will conduct a Strategic Planning Process in the fall of 2026-27.

She outlined General Areas of Focus:

**Specific areas of focus were also provided*

- Academics and Equity
- Behavioral Support
- Social-Emotional Learning/Belonging
- Safety and Wellbeing
- Family Engagement
- Climate and Culture
- Focused Delivery of Services
- Fiscal Sustainability

She outlined Stability and Care for Students – What Will Continue:

**Not an exhaustive list*

- High-quality instruction in every classroom
- Core academic programs
- A commitment to a safe, welcoming, and inclusive environment
- Special Education
- Dual language immersion
- Intervention supports
- Social emotional learning and mental health supports
- Commitment to equity and student voices
- Free meals

- Family engagement
- Technology access

Superintendent Mickelson outlined Phase 1 Reductions with Cost Estimates:

Technology Subscriptions: \$252,417

- Contracts are related to products that provide tech access, such as Thought Exchange, Seesaw, Rosetta Stone, and other products.

Professional Development: \$500,000

- Departmental professional development reductions and MAPS member PD disbursements will be paused for 2026/27.

School Discretionary Budget: \$222,000

- School discretionary budget reductions for 2026/27 for each school.

Professional Service Contracts: \$32,762

- Contract reductions to individuals that are providing services for items such as investigations, job interviews, coaching, and other services.

Department Reductions: \$407,250

- Products and services related to departments. This includes general materials and services, and contracts related to providing services.

Staffing and Stipend Reductions: \$893,525

- Staffing and reductions in associated payroll costs. Unemployment estimates are included for staff reductions.

Total Phase 1 Reductions: These total an estimated \$2,307,954 and are intentionally focused on items *outside* of the classroom and do not directly impact students.

Superintendent Mickelson provided Next Steps/Timeline:

October – November: **ENGAGEMENT**

December – January – February: **RECOMMENDATIONS**

- Superintendent presents recommendations (3 phases)
 - Phase 2: MAPS and program changes – January 7 and 14, 2026
 - Phase 3: Licensed and classified staff and school impacts – January 21 and February 4, 2026

February – March: **STAFFING AND BUDGET DOCUMENT DEVELOPMENT**

April – June: **ADOPTION**

- Budget Committee Meetings: March 31, 2026; April 8 and 15, 2026
- Board Public Hearing: May 13, 2026
- Board Adopts Budget: May 27, 2026

Superintendent Mickelson opened the floor to questions.

Ms. Schilling asked if Canvas will be impacted.

Superintendent Mickelson responded that Canvas is not included in the current reductions and is not likely to be impacted.

Ms. Munro asked about Superintendent Mickelson's level of community engagement and information gathering moving forward, specifically over the next five weeks.

Superintendent Mickelson recapped information gathering that has already been conducted and highlighted an upcoming listening session. She said during winter break staff will synthesize and analyze the information gathered.

Ms. Newman requested that Superintendent Mickelson summarize the Executive Leadership Team restructure for the listening audience.

Superintendent Mickelson stated that budget reductions start with the Executive Leadership Team; and that streamlining involves reducing from four assistant superintendents (Assistant Superintendent for Administrative Services, Assistant Superintendent for Instruction and Access, Assistant Superintendent for Equity, Inclusion, and Belonging, and Assistant Superintendent for Student Services, Special Education, and Mental Health) to one assistant superintendent next school year.

Ms. Rabasa brought attention to a pattern of naming projected shortfalls and them not materializing.

Mr. Brown provided some context for Ms. Rabasa, including that recent forecasts have been much closer. He committed to following up with more information as it becomes available.

Ms. Rabasa asked what plans will look like if the district has less of a shortfall than projected.

Superintendent Mickelson responded that if there ends up being more in the ending fund balance, she would hope the district could develop a strategic plan to guide what to bring back and/or what to do with the extra funds.

Ms. Jonak requested data from the past two years showing projections versus actuals.

Ms. Newman asked if the district is budgeting more accurately without contingency funds within each budget area.

Mr. Brown responded yes and cited a change in practice roughly two years ago.

Ms. Newman asked if the likely loss of federal funds has been factored into the \$30 million in reductions.

Mr. Brown responded that the likely loss of federal funds is not reflected and that the reductions are focused solely on the general fund. He said their department will begin looking at potential federal funding impacts in early January 2026.

In closing, Superintendent Mickelson acknowledged Family School's requests to partner and said there may be additional opportunities for engagement before a final decision is made. Regarding equity, inclusion, and belonging, she noted that the district's focus will continue and the department will be guided by Chief of Staff Carmen Xiomara Urbina.

X. ITEMS FOR ACTION

1. APPROVE STUDENT INVESTMENT ACCOUNT (SIA) 2025-27 GRANT AGREEMENT

Manager of Financial Stewardship and Compliance (State and Federal Grants) Judy Jesiah and Chief of Staff Carmen Xiomara Urbina recommended approval of the Student Investment Account (SIA) 2025-27 Grant Agreement. Ms. Urbina provided relevant background information and Ms. Jesiah detailed the SIA 2025-27 grant agreement.

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

2. APPROVE REVISIONS TO POLICY AC – NON DISCRIMINATION

General Counsel Christine Nesbit recommended approval for revisions to Policy AC – Non Discrimination.

MOTION: Vice Chair Thessen moved to approve revisions to Policy AC – Non Discrimination. Ms. Munro seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE RESOLUTION 2025-26-06 AUTHORIZING A REDUCTION IN FORCE – ADMINISTRATIVE STAFF

Superintendent Mickelson recommended approval of Resolution No. 2025-26-06 Authorizing a Reduction in Force – Administrative Staff. She provided relevant

background information, specified that she is requesting authorization to reduce up to 32 administrative positions for the 2026-27 school year, and briefly responded to questions from the Board. She clarified that individual conversations with affected staff members will occur before winter break.

MOTION: Vice Chair Thessen moved to approve Resolution 2025-26-06 Authorizing a Reduction in Force – Administrative Staff. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. REVIEW BOARD POLICY DI – FINANCIAL MANAGEMENT POLICIES AND DISCUSS THE DISTRICT’S RESERVE FUND

Mr. Brown recommended approval of Board Policy DI – Financial Management Policies and Discuss the District’s Reserve Fund via PowerPoint presentation. He detailed the district’s financial management policies (adopted in February 2025), the current reserve policy (8%), and provided possible scenarios.

He outlined Scenario A, maintaining an 8% reserve policy and a \$30 million reduction in the 2026-27 school year.

He outlined Scenario B, changing the reserve policy from 8% to 5% and a \$30 million reduction in the 2026-27 school year.

He outlined Scenario C, changing the reserve policy from 8% to 5% and allow the district to spend \$7.6 million in 2026/27.

He outlined Scenario C (2)– changing the reserve policy from 8% to 5% and allow the district to spend \$4 million 2026/27.

Mr. Brown recommended Scenario B. He engaged the BOD in a robust discussion about the possible scenarios.

MOTION: Ms. Rabasa moved to reduce the reserve policy from 8% to 5%. Vice Chair Thessen seconded. **The motion passed, 5:2:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, and Ms. Jonak voting in favor; Ms. Munro and Mr. Hamilton voting against.**

MOTION: Ms. Newman moved to approve the superintendent’s guidance to continue a proposed \$30 million reduction in the 2026-27 school year. 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.**

5. CONSIDER ADDING “SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING” TO WORK SESSION AGENDAS

Vice Chair Thessen recommended that the Board consider adding “Suggestions by the Board for Consideration of Items at a Future Meeting” to work session agendas.

MOTION: Chair Jonak moved to add “Suggestions by the Board for Consideration of Items at a Future Meeting” to work session agendas. Ms. Rabasa seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

There were none.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Rabasa provided a report from the first Legislative Committee meeting of the school year.

Ms. Newman reported attending a Lane Council of Governments (LCOG) meeting and a Eugene Education Foundation (EEF) meeting. She mentioned that the EEF Gala is scheduled for April 2, 2026.

Vice Chair Thessen provided a report from the Lane ESD Board meeting.

Chair Di Liberto reported visiting four district charter schools as part of his role on the Charter School Committee.

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

Ms. Rabasa sought information about a potential mid-year Board retreat.

Ms. Newman requested an update on the state of inclusion in the district, specifically an update from the CPAC Board.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 9:35 p.m.

Superintendent

Chair

Recorded by Terah Van Dusen, LCOG

DRAFT



ITEM FOR INFORMATION

Date of Meeting:

January 7, 2026

Title:

Receive Information on Phase 2 of the budget Reduction Plan

Presenters:

Dr. Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance

Background:

Tonight's presentation provides the Board with an update on **Phase 2 of the district's budget reduction process**, including how recommendations were developed, how this phase fits within the broader fiscal strategy, and how the district is prioritizing students, equity, and long-term stability. This item is presented for information to ensure transparency and shared understanding as the district continues through a phased approach to budget balancing.

Community Engagement & Shared Priorities:

Between October and November, the district engaged in an extensive community listening and engagement process, including:

- In-person community forums in all four regions.
- Multiple virtual budget meetings for staff.
- A systemwide ThoughtExchange survey with 1,386 participants and more than 67,000 ratings.
- Ongoing conversations with school leaders and departments.

In December, Superintendent Mickelson also met directly with staff across the district in a series of listening sessions and held conversations with students to hear invaluable student perspectives.

Across all groups, the feedback was remarkably consistent. A shared "North Star" emerged clearly: **Protect what directly touches students. Streamline what does not. Be transparent about how we get there.**

Participants consistently emphasized the following expectations:

- Protect classrooms and student-facing supports.
- Maintain special education, behavioral, and mental health services.
- Reduce administrative overhead and increase efficiency.
- Keep equity at the center of decisions.
- Maintain fiscal transparency and clear communication.

How Decisions Are Being Made:

In response to this feedback, the district developed a [Budget Decision-Making Guide](#) to ensure that each recommendation is evaluated consistently and transparently. The guide frames decisions around alignment to district values, student impact, equity, sustainability, operational efficiency, community voice, and compliance with legal and contractual requirements.

Using this framework, the district is examining what must be preserved, what can be scaled back, what can be paused, what may need to be de-implemented, and the trade-offs associated with each option.

The Fiscal Context:

As previously shared with the Board and community, Eugene School District 4J is projecting an approximately **\$30 million budget shortfall for the 2026–27 school year**. This deficit is the result of several converging factors: rising personnel and contractual costs, the expiration of one-time federal pandemic relief funds, and declining enrollment across Lane County driven by lower birth rates. Because Oregon’s school funding formula is directly tied to student enrollment, this decline has a sustained impact on the district’s long-term revenue stability.

This fiscal reality requires difficult choices about programs, staffing, and district operations. Before advancing those decisions, the district’s priority has been to listen deeply to those most impacted—our staff, families, students, and broader community.

On November 5, 2025, the Board approved a [Resolution 2025-26-05 Directing the Development of a Sustainable Budget](#) and authorizing Superintendent Miriam Mickelson to prepare a proposed budget for the coming school year that reduces the district’s workforce and programs

Phase 2 Reduction Plan:

On January 7, 2026, the district is presenting **Phase 2 reductions totaling an estimated \$18 million**. Recommendations in this phase are informed by community input and guided by the district’s decision-making framework. A board resolution approving Phase 2 recommendations is presented separately for board action.

Caring for students today and protecting their future are not competing priorities—they are the same responsibility. The majority of current students will return to our schools next year, seniors will graduate in June, and we will welcome a new kindergarten class in September. These realities underscore the importance of making decisions that support students now while ensuring the district’s long-term ability to serve future students.

Supporting Staff Through Change:

It is important to acknowledge that behind every reduction are people. Approximately **90 cents of every district dollar is spent on staffing**, which means that a \$30 million reduction will significantly impact our workforce. While the district continues to prioritize minimizing impacts on students, specific reduction-in-force impacts on buildings and departments will be finalized in the spring, through June, in alignment with established HR processes and attrition considerations. This approach prioritizes transparency while avoiding unnecessary harm and prolonged uncertainty.

Preserving Core Student Services:

As reductions are considered, it is equally important to reaffirm what the district currently provides—and intends to preserve.

Across the district, Eugene School District 4J continues to implement the Science of Reading; strengthen literacy and math instruction; update curriculum; and maintain access to arts, electives, career and technical education pathways, Dual Language Immersion, and early learning. The district continues to provide health

services, special education, English Language Development, and social-emotional, mental health, and behavioral supports.

Operational teams—including transportation, nutrition services, technology, safety, human resources, finance, and facilities—ensure that learning environments remain safe, stable, and functional each day. This systemwide view helps clarify where reductions can occur while safeguarding the direct services and supports that students rely on.

Phase 1 Review:

On December 10, 2025, the district presented **Phase 1 budget reductions totaling an estimated \$2.3 million**. These reductions were intentionally focused outside of the classroom and included operational streamlining, contract and subscription adjustments, and district-level efficiencies that do not directly impact students. These early actions helped establish the financial runway necessary to advance subsequent phases.

Also on December 10, the Board approved [Resolution #2025-26-06 Authorizing a Reduction in Force – Administrative Positions](#), allowing for reductions of up to 32 positions among non-bargaining units, including administrators, directors, managers, supervisors, and professional staff.

Phase 3 Preview:

Phase 3 will outline building based reduction levels. The district's focus extends beyond balancing a single year's budget. Over the next three to five years, the district is working to align staffing with student needs and financial realities, preserve essential student-facing positions, sustain high-quality curriculum, and invest in strong teaching and leadership. A multi-year approach reduces disruptive, year-to-year cuts and supports greater coherence and stability across schools and departments.

Timeline:

The district's phased timeline continues as follows:

- **December–February:** Superintendent recommendations presented in three phases
 - Phase 1 — Executive leadership restructuring and non-personnel reductions (December 10)
 - Phase 2 — Administrative positions and program adjustments (January 7 and January 14)
 - Phase 3 — Licensed and classified staffing (January 21 and February 4)
- **February–March:** Staffing and contractual obligations; development of the proposed 2026–27 budget
- **March–April–May:** Budget Committee meetings (March 31, April 8, April 22) and Board Public Hearing (May 13)
- **May 27:** Final Board adoption of the budget, as required by June 30, 2026

Closing Commitment

As the district moves forward through this phased process, our commitments remain unwavering. Every decision is grounded in putting students first, ensuring that resources are aligned in ways that advance equity, and communicating openly and transparently with our community. Even in a challenging fiscal period, we are working intentionally to provide predictability and stability for students, families, and staff.

Phase 2 reductions mark an important step in a broader, multi-phased strategy to restore financial stability while strengthening our operational foundation.

This work is guided by a clear purpose: to ensure that Eugene School District 4J remains a highly functioning, student-centered district—one that can meet the needs of today's students while safeguarding the future for those yet to come.

Budget Reductions Phase 2

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January 7, 2026 | Eugene School District 4J



“Those who practice leadership for equity must **confront, disappoint and dismantle** and at the same time **energize, inspire and empower.**”

Sharon Daloz Parks

Our 2026-27 Financial Reality: \$30 Million Deficit

Multiple pressures converging

- Declining birth rates and enrollment, rising student needs, and increasing salary, benefit, and retirement costs



Our 2026-27 Financial Reality: \$30 Million Deficit

One-time funds have ended

- Federal COVID-relief dollars are fully expired and no longer support ongoing expenses



Our 2026-27 Financial Reality: \$30 Million Deficit

Path to long-term stability

- Spending must align with state and federal resources to sustain services for students over time



Balancing Priorities

Caring for students today and protecting their future are not competing priorities—they are the same responsibility. To lead with courage and responsibility, we must make necessary decisions that serve students now while ensuring the district's long-term stability and ability to serve students tomorrow.

Board resolution

Due to the scale of the reductions, the board on November 5 authorized reductions to staffing, services, and programs for 2026-2027 in advance of the development of the budget document.

Addressing a \$30m shortfall

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

Sustainability, stability, and long-term viability

- Academics and equity
- Behavioral support
- Social-emotional learning & belonging
- Safety and well-being
- Family engagement
- Positive climate and culture
- Focused delivery of services
- Fiscal health

A path
toward...

A phased timeline

Phase 1: December 10, 2025

- Operational reductions presentation to the board
- Executive leadership reorganization ratification
- Non-bargaining unit reduction level board action (reductions of up to 32 FTE)



A phased timeline

Phase 2: January 7, 2026 (first read)

- Non-bargaining unit Reductions
- Programmatic staffing reductions



A phased timeline

Phase 3: January 21, 2026 (first read)

- Building-based reduction levels
- Proposed changes to Family School and middle school bell schedule



A phased timeline

Phase 3: February 4, 2026 (second read)

- Building-based reduction levels
- Proposed changes to Family School and middle school bell schedule



Deep engagement: staff and community

For all

- Thought Exchange survey online Oct. 9-Nov. 2
- Online budget information hub 4j.lane.edu/budget

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For families

- In-person community forums by region Oct. 16, 21, 23, 30
- Virtual community forum Nov. 4

Deep engagement: staff and community

For students

- Five listening sessions Nov. 5 and 21; Dec. 4, 5 and 11

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For staff

- Virtual budget webinars Oct. 14, 16, 21, 30
- Seven in-person listening sessions by region and at Facilities, Transportation and the Ed Center, Dec. 1, 2, 4, 8, 9 and 15

Deep engagement: staff and community

For staff

- Staff and principal surveys
- Weekly principal advisory committee meetings and large-group principal meetings
- Regular employee association updates and meetings
- Meetings with specialized staff and departments including athletics, Nutrition Services, Technology, instructional coaches
- Consultation with department directors

Deep engagement: Thought Exchange

- Ratings submitted: **67,000**
- Thoughts shared: **1334**
- Ratings submitted: **67,442**
- Average ratings participant: **48.6**
- Average ratings per thought: **65**

Key questions for staff

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

Key questions for staff

Alignment

Does it align with 4J's values and priorities (academic excellence, equity, student and staff well-being, inclusion, and transparency in decision-making)?

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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?

Key questions for staff

Equity and 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?

Key questions for staff

Community Voice

Have we considered input from students, families, staff and community members, and how does it align with their expectations or needs?

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Collective Bargaining, Legality and Fairness

Is it compliant with collective bargaining agreements and legal requirements, and is it fair to employees?

Stability and Care for Students: What Will Continue



Teaching and Learning

- High-quality instruction aligned to state standards and research-based practices
- Core academic programs, early learning, career-technical education and electives
- Dual language immersion, multilingual education and language development services

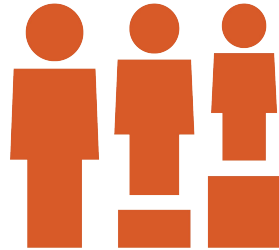
Stability and Care for Students: What Will Continue



Student Support and Well-Being

- Special education services and supports for students with disabilities
- Social-emotional learning, mental health supports and health services
- Behavior supports in all schools
- Safe, welcoming and inclusive school environments

Stability and Care for Students: What Will Continue



Access, Belonging and Opportunity

- A continued commitment to equity, student voice and supporting every learner
- Class sizes that allow teachers to know students and provide meaningful support
- Free meals for all students and transportation services
- Access to enrichment, athletics, clubs and extracurricular activities

Stability and Care for Students: What Will Continue



Family and Support Systems

- Family engagement and community partnerships
- Technology access, including student devices and classroom tools

Phase 1 Reduction Estimates: \$2.3m

Technology Subscriptions	\$0.25M
Contracts to related to products that provide tech access, such as Thought Exchange, Seesaw, Rosetta Stone, and other products.	

Professional Development	\$0.50M
Departmental professional development reductions and MAPS member Professional Development disbursements will be paused for 2026/27.	

School Discretionary Budget	\$0.22M
School discretionary budget reductions for 2026/27 for each school.	

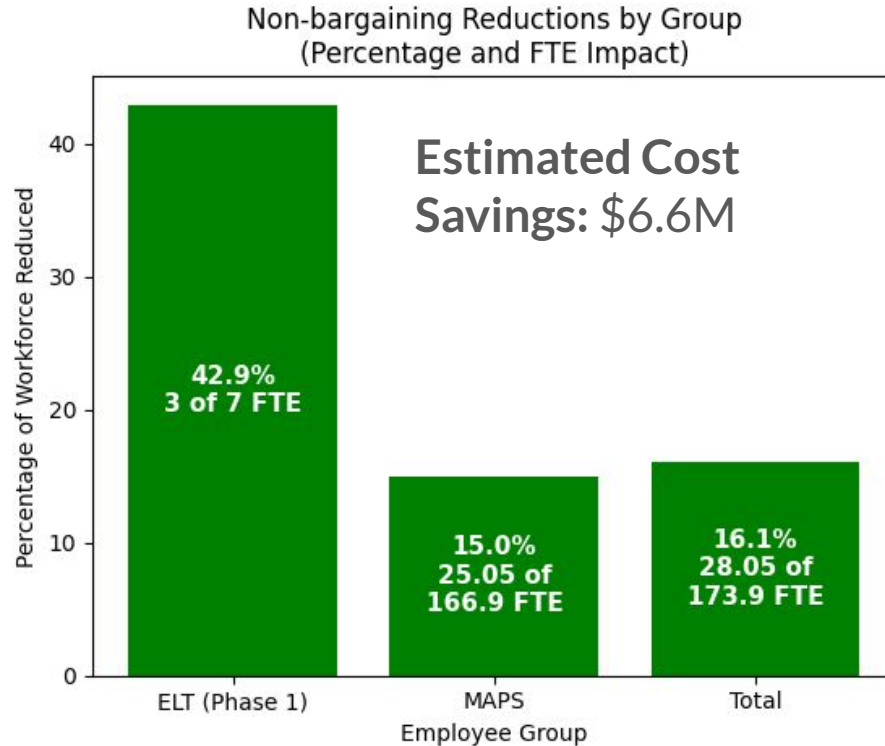
Professional Service Contracts	\$0.03M
Contract reductions to individuals that are providing services for items such as investigations, job reviews, coaching, and other services.	

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Department Reductions	\$0.41M
Products and services related to departments. This includes general materials and services, and contracts related to providing services.	

Staffing and Stipend Reductions	\$0.89M
Staffing and reductions in associated payroll costs. Unemployment estimates are included for staff reductions.	

Phase 2 Non-bargaining Unit Reductions



Phase 2 Non-bargaining Unit Reductions

Notifications

- Individual notification occurred before winter break, in response to staff requests.
- Specific reduction-in-force impacts on buildings and departments will be finalized in the spring (through June) due to HR's personnel/staffing process and attrition considerations.
- This approach prioritizes transparency while minimizing unnecessary harm.

Proposed Phase 2 Reductions		Estimate
Staffing Adjustments	Non-bargaining units ; District-based/initiated licensed/classified staff	\$6.6M
Credit Retrieval & Online Programs	De-implement Middle School EOA; Scale back High School Extended Day and High School EOA	\$0.83M
Academic Support/Extracurricular	Scale back AVID, Summer School and BEST programs, OSAA athletics reclassification	\$3.5M
CTE & CALCI	Future Build:Centralized at North Eugene; Creative Current at Sheldon; Humanitech at South Eugene	\$1.8M 58
Nutrition Services GF Transfer & Catering	Reduce Nutrition Services General Fund transfers to \$1.5M from \$3.9M; Pause on production kitchen and catering services	\$2.7M
Administrative Consolidation	Leverage attrition to adjust secondary administrative structures at lower enrollment sites to better align staffing with enrollment levels	\$0.83M
Staff Support	Pause centrally managed mentorship and educator pathways programs, reduce instructional support capacity, and conclude conflict resolution function at the district level	\$4.4M
Total (Estimate): \$18M (accounts for max unemployment benefits)		

Phase 2 Examples of Fiscal Assumptions

Category	Rate / Cost
Salary COLA (All Employee Groups)	5.0%
Utilities Inflation Rate	5.0%
Materials & Supplies Inflation	3.0%
Inflation Rate	2.5%
PERS Rates (%) Tier 1/2	26.7%
PERS Rates (%) OPSRP	23.5%
Health Insurance Annual Increase	7.0%
Unemployment (High-End Estimate)	\$22,500

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Unemployment costs show maximum estimate, which aligns with best practices for fiscal assumptions. Estimate is per reduced staff member for up to 26 weeks. 4J is projected to have 381 fewer students next year.

Phase 2 Board Action

- November 5 Board Resolution: Authorized reductions to staffing, services, and programs.
- Operational reductions in Phase 2 do not require additional board action; however, they are shared publicly for transparency and board oversight.
- *Note: CALCI, middle school Online Academy and programmatic staffing reduction levels require separate board approval.*

Phase 2 Board Action

- December 10 Board Resolution: Approved the reduction level for non-bargaining units (Directors and MAPS), up to 32 positions. (Completed)
- Total reductions: 28.05 FTE, inclusive of Executive Leadership Team reductions approved in Phase 1.

Phase 3 Proposed Reductions

January 21, February 4, 2026

- Family School program changes
- Middle school bell schedule changes
- Preview of building- and classroom-based staffing reduction level recommendations, aligned to:
 - Projected enrollment decline of approximately 381 fewer students next year
 - Class size adjustments

Next Steps: Care, Support, and Planning

Communicate with clarity and care

- Continue to provide timely, transparent updates
- Partner with labor groups to support impacted staff

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Support people and communities through change

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

Next Steps: Care, Support, and Planning

Plan responsibly for today and tomorrow

- Align Phases 1–3 into a clear, coherent budget plan
- Reimagine service delivery to ensure long-term sustainability for 2026–27 and beyond



“Those who practice leadership for equity must **confront, disappoint and dismantle** and at the same time **energize, inspire and empower.**”

65

Sharon Daloz Parks



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

January 7, 2026

Title:

Approve Resolution 2025-26-07 Relating to Phase 2 Program Changes and Authorizing a Reduction in Force

Presenter:

Dr. Miriam Mickelson, Superintendent

Background:

The district faces a \$30,000,000 anticipated deficit for the 2026-27 fiscal year. Due to the scale of anticipated reductions, 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.

In November 2025, the Board approved Resolution 2025-26-05 relating to the development of sustainable budget strategies. In that resolution, the Board determined that a reduction in force would be necessary, that the Superintendent shall determine which positions would be eliminated for the 2026-27 school year, and that the Board would act on the Superintendent's recommendation as to the overall level of positions to be reduced district wide. The resolution also directed that the Superintendent identify programmatic reductions and that she present the components of her budget reduction plan to the board. In a subsequent resolution, the Board authorized the elimination of up to 32 administrative positions.

Consistent with Board direction, the Superintendent is identifying reductions in three phases. Having given in-depth consideration to the matter, the Superintendent will present the components of the Phase Two reductions at the January 7, 2026 Board meeting. These will include programmatic changes.

Resolution 2025-26-07 authorizes the Superintendent to eliminate licensed and classified positions related to the programmatic changes the Superintendent has identified for Phase 2 of the budget reduction plan. For clarity, the Board previously authorized administrative reductions and the Superintendent has taken action based on that authorization.

Options and Alternatives:

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

Recommendation:

The Superintendent recommends the Board adopt Resolution 2025-26-07 at a future meeting.

RESOLUTION NO. 2025-26-07

Relating to Phase 2 Program Changes and Authorizing a Reduction in Force

WHEREAS,

1. As of December 2025, the Eugene School District 4J faces a forecasted budget gap of approximately \$30 million for the 2026-27 school year; 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 is required to comply with ORS 342.934 in making decisions related to reductions in force; and
4. In Board Resolution 2025-06-05, the district's Board of Directors:
 - a. Committed to making strategic decisions concerning levels of staffing reductions by February 4, 2026 so as to guide the development of the 2026-27 recommended final budget, provide impacted staff the opportunity to plan and prepare, and enable the district to implement such strategies in a timely and planful manner; and
 - b. Directed the Superintendent to present components of a comprehensive budget reduction plan; and
 - c. Provided that the Superintendent shall determine which positions are eliminated within Board-authorized levels; and
5. The Superintendent has identified certain districtwide programs and services to be reduced, eliminated or suspended for Phase 2 of the budget reductions, including CALCI and the Middle School Online Academy; and
6. The Superintendent previously sought and received authority to eliminate up to 32 administrative positions; and
7. To follow through with the districtwide program and service reductions identified by the Superintendent for Phase 2 of the budget reductions, and in accordance with Resolution 2025-26-05 and the Superintendent's recommendation, it is necessary for the Board to authorize the reduction of program-based licensed and classified staffing, effective June 30, 2026.

NOW THEREFORE BE IT RESOLVED,

1. The Board authorizes the Superintendent, as part of Phase 2 budget reductions, to reduce program-based licensed staffing by up to 55 FTE and classified staffing by up to 72

FTE, effective June 30, 2026. The Superintendent is authorized to take all actions the Superintendent deems necessary or advisable to implement the reduction in force and layoffs related to programmatic changes, and the changes to the districtwide programs, services and departments identified by the Superintendent. The board acknowledges this will include restructuring of CALCI and the elimination of the Middle School Online Academy. No further action by the Board is necessary.

2. This resolution is intended to assist the Superintendent in addressing the unique financial of the 2026-27 fiscal year and does not establish a precedent for processing programmatic and operational decisions or reductions in force in the future, nor otherwise limit the Superintendent's rights and duties conferred by law, board policy or contract.

Adopted this ____ day of January 2026 by Board of Directors for the Eugene School District 4J.

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



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

January 7, 2026

Title

Consider for approval proposed Policy CEA – Superintendent’s Educational Equity Advisory Committee and consider deletion of Policy BCFA – Educational Equity Advisory Committee

Presenters:

Carmen Xiomara Urbina, Chief of Staff

Juan Cuadros, Assistant Superintendent for Equity, Inclusion and Belonging

Background:

In 2021, the Oregon Legislature passed [SB 732](#), requiring school districts to establish Educational Equity Advisory Committees (EEACs). This requirement applied immediately to districts with more than 10,000 students and was delayed until September 15, 2025, for districts with fewer than 10,000 students.

Based on implementation challenges experienced by larger districts, the Oregon Legislature subsequently passed [HB 2453 \(2025\)](#), which revised EEAC requirements. HB 2453 allows EEACs to function as **superintendent advisory committees**, rather than Board advisory committees, and removes several procedural requirements previously associated with Board-level committees.

Prior to HB 2453, OSBA incorporated EEAC language into Board policy **BCFA – Educational Equity Advisory Committee**, which reflects a Board-governed advisory structure subject to Public Meetings Law. In response to the statutory changes, OSBA now recommends deleting BCFA and adopting a new optional policy, **CEA – Superintendent’s Educational Equity Advisory Committee**, for districts that wish to retain policy language aligned with current law.

Adopting Policy CEA and deleting Policy BCFA would align district policy with:

- Updated state statute (HB 2453)
- Current OSBA guidance
- Superintendent-centered governance and accountability

Consistent with state requirements, one member of the EEAC will also serve on the district’s budget committee. This does not create a new position on the budget committee; rather, an EEAC member will fill a non-Board vacancy on the budget committee when such a vacancy occurs.

Proposed Policy Action

Adopt *new* Policy CEA – Superintendent’s Educational Equity Advisory Committee.

Delete Policy BCFA – Educational Equity Advisory Committee.

Options and Alternatives:

The Board may approve proposed Policy CEA and delete Policy BCFA, or direct staff to make additional revisions prior to adoption.

Recommendation:

The superintendent recommends approval of proposed Policy CEA – Superintendent’s Educational Equity Advisory Committee and deletion of Policy BCFA – Educational Equity Advisory Committee to ensure alignment with current statute and governance best practices.

Eugene School District 4J

Code: CEA
Adopted: XX/XX/XX

Superintendent’s Educational Equity Advisory Committee

The Educational Equity Advisory Committee is established to advise the superintendent on matters related to educational equity and to elevate the experiences and needs of underrepresented and underserved students within the district. The committee serves in an advisory capacity by providing input on the educational equity impacts of district policies and practices and on conditions within schools. It also identifies situations that may negatively affect students from historically and currently underserved groups.

The committee’s role is to inform and advise the superintendent on how best to respond to equity-related concerns within the superintendent’s authority. While the committee may make recommendations, it does not have the decisions-making or policy-adoption authority. The superintendent may act on recommendations of the Educational Equity Advisory Committee consistent with the superintendent’s authority and applicable law, and retains responsibility for all administrative decisions.

The work of the Educational Equity Advisory Committee is intended to strengthen equity-centered leadership, promote transparency and accountability, and ensure the district decision-making is informed by the voices and lived experiences of underrepresented students, families, staff and community members.

The duties of the district’s Educational Equity Advisory Committee shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The Educational Equity Advisory Committee may prepare an annual report that

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendations; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board or, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district’s website; and

- c. Sent to the State Board of Education.

The Educational Equity advisory Committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an Educational Equity advisory Committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the Educational Equity advisory Committee will also serve on the school district budget committee.¹

END OF POLICY

¹ The district is not required to add an Educational Equity Advisory Committee member to the budget committee until there is a non-board member vacancy on the budget committee.

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)
[ORS 332.107](#)
[OAR 199-050-0010](#)
[OAR 581-022-2307](#)

¹ The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.

Eugene School District 4J

Code: _____ BCFA
Adopted: _____ 9/04/24

Educational Equity Advisory Committee

The district is committed to providing an inclusive educational environment, free from oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, teaching inclusion, and in creating an inclusive learning and working environment.

Educational Equity Advisory Committees are meant to help school leaders identify what helps or hinders the success of students whom Oregon's educational systems is currently or has historically excluded, impacted, marginalized, or underserved.

The 4J Educational Equity Advisory Committee is intended to advise the Board and superintendent on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience.

Educational Equity Advisory Committees are a powerful mechanism to engage community voices, especially those communities that have been or are marginalized and underserved by the school system in Oregon and advance equity in Oregon's school districts.

As a committee that advises both the Board and superintendent, the 4J Educational Equity Advisory Committee shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The 4J Educational Equity Advisory Committee can inform and advise the school board and superintendent on a number of topics, including the experiences of historically underserved student groups, the educational equity impacts of policy decisions, and the larger district-wide climate. Educational Equity Advisory Committees are responsible for highlighting school-specific situations that impact underrepresented students, and considering whether such situations are unique or systemic. Educational Equity Advisory Committees are meant to supplement and support local leadership in understanding how their decisions have affected students, and what they can do to make positive impacts.

The duties of the 4J Educational Equity Advisory Committee shall include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The 4J Educational Equity Advisory Committee may prepare an annual report that:

1. — Contains the following information:
 - a. — The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. — Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
2. — Is made available by being:
 - a. — Distributed to parents of district students;
 - b. — Posted on the district’s website;
 - c. — Presented to the Board in at a board meeting with adequate opportunity for public comment

The 4J Educational Equity Advisory Committee membership shall be selected through a collaboration of the Board and superintendent and must be composed of parents, employees, students and community members from the school district. Underrepresented parents, employees, students, and community members are the core of the Committee. The Board and superintendent must ensure that membership is primarily representative of underserved student groups. During the selection process, it is recommended to anchor in this guidance and to apply the district’s equity lens and/or decision tool.

The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the Board. The Board will vote on candidates nominated by the superintendent.

The goal of coordinating the membership nomination process is to provide opportunities. Key interested parties, students, and community leaders may nominate people who represent the community and school; this would be followed up with an invitation to apply and participate.

For the purposes of selecting members, the superintendent:

1. — Shall solicit names of possible members from the community[†]
2. — Must ensure that membership is primarily representative of underserved student groups;
3. — May not exclude members based on immigration status; and
4. — Must comply with any other requirements established by the State Board of Education.

[†] As per OAR 581-022-2307

(e) “Community Member” means:

- (A) a representative of a community-based organization that serves the local community;
- (B) a representative of a culturally specific organization that serves the local community;
- (C) a representative of an organization that regularly partners with the school district to network resources and assist students in meeting state and local standards, and prepare students for post high school transitions; or
- (D) a resident of the local community capable of representing underserved community voices

~~The Board and superintendent, in consultation with the 4J Educational Equity Advisory Committee, shall fill vacancies on the committee in the same manner as original appointments.~~

~~In the case of disagreement or dissonance between the nominations of the superintendent and the appointments of the School Board, the district shall seek technical assistance from their legal counsel, the Oregon Department of Education, the Oregon School Boards Association, and/ the Coalition of Oregon School Administrators.~~

~~One member of the educational equity advisory committee must also serve as a fully appointed member of the school district budget committee.~~

~~END OF POLICY~~

DELETED