

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, September 3, 2025

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

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment
The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment at a board meeting. Requests to provide public comment must be submitted no later than 5 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. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. **Board Executive Session**
The Board will convene in executive session to "conduct deliberations with persons designated by the governing body to carry on labor negotiations," pursuant to ORS 192.660 (2)(d).
Executive Sessions involving deliberations with persons designated to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the public or to the news media.
- IX. **Consent Group - Items for Action**
 - 1. Approve DRAFT Board Meeting Minutes for: 3
 - August 6, 2025 – Regular Board Meeting
 - August 11, 2025 – Board Retreat
- X. **Items for Information**
 - 1. Receive an update on School Safety and Emergency Management: 16
 - Safet Routes to School Presentation
 - Presenters:
 - Jen Bills, Director of Public Safety
 - Sarah Mazze, Safe Routes to School Coordinator
 - Brad Albee, Safe Routes to School Coordinator
- XI. **Items for Action**
 - 1. Approve revisions to Policy CCG – Evaluation of Administrators 35
 - Presenters:
 - Larry Williams, Assistant Superintendent for Instruction and Access
 - Kate Marrone, Director of Human Resources

2.	Approve revisions to Policy JHCCF – Pediculosis (Head Lice)	39
	Presenter: Seth Pfaefflin, Director of Student Services	
3.	Approve Eugene School District 4J Organizational Chart	42
	Peresenter: Miriam Mickelson, Superintendent	
4.	Discussion Regarding District Leadership Funding of Community Fundraising Events	46
	Presenters: Tom Di Liberto, Board Chair Judy Newman, Board Member Carmen Xiomara Urbina, Chief of Staff Matt Brown, Director of Financial Services	
XII.	Items for Action at a Future Meeting	
1.	Review for approval the Budget Committee Selection Process	57
	Presenter: Tom Di Liberto	
2.	Consider for approval the 2025-26 Board Working Agreements	62
	Presenter: Tom Di Liberto, Board Chair	
XIII.	Board Committee Reports	
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:
September 3, 2025

Title:
Approve the DRAFT Board Meeting Minutes for:

- August 6, 2025 – Regular Board Meeting
- August 11, 2025 – Board Retreat

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: August 6, 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 August 1, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Kat Lange, Executive Director of Youth and Family Support
Brooke Wagner, Assistant Superintendent for Administrative Services
Kate Marrone, Director of Human Services
Larry Williams, Assistant Superintendent of Instruction and Access
Kelly McIver, Director of Communications
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

None

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA)
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS)

OTHER GUESTS:

None

MEDIA:

KRVM

Lookout Eugene Springfield

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

Chair Di Liberto called the regular meeting to order at 6:03 p.m. He said the names of the members present and read a land acknowledgement statement.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Miriam Mickelson reported attending the Youth Intellectual and Developmental Disabilities Mental Health Summit. She highlighted Governor Kotek's K-12 school cell phone ban, explaining that Executive Order 25-09 requires all Oregon school districts to implement policies limiting student access to cell phones and personal electronic devices throughout the school day. The policies must be adopted by October 31, 2025, and fully implemented by January 1, 2026. She noted certain exceptions and said the Eugene School District 4J policy workgroup will develop a recommendation for the Board of Directors (BOD) consideration.

Superintendent Mickelson provided a brief update on the Arts and Technology Academy (ATA) Middle School playground. She explained that last spring the district decided to remove the playground at ATA, citing that it needed repairs and was causing safety concerns. The district does not outfit the middle schools with playgrounds; it was there because previously an elementary school was co-located at the site. She acknowledged that communication with the community and staff was lacking, and she committed to improving communications.

Superintendent Mickelson recognized North Eugene High School graduate Javier Hernández, who was appointed as the Tokyo bureau chief for The New York Times.

IV. ITEMS RAISED BY THE AUDIENCE

Jeffery Mack, community member, spoke in opposition to the removal of the playground at ATA middle school. Mr. Mack has two children under five years old, and his eldest will be starting at Adams Elementary this school year. He said his children visit the playground daily and the decision to remove it was sudden and unannounced. He added that public outdoor spaces are lifelines for families with young children. Mr. Mack suggested that the district's decision was an act of deliberate malpractice.

V. COMMENTS BY EMPLOYEE GROUPS

Scott Mayers reported that MAPS updated their bylaws and changed the structure of their board to have co-presidents with offsetting terms, thereby allowing a consistent incoming and outgoing president. They have tasked a board member with public relations. He added that they are updating their mission statement to better reflect centering of the need of students.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MEETING MINUTES FOR:

July 9, 2025 – Special Board Meeting

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

VII. ITEMS FOR INFORMATION

There were none.

VIII. ITEMS FOR ACTION

There were none.

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL REVISIONS TO POLICY GCBDA/GDBDA – FAMILY MEDICAL LEAVE

Assistant Superintendent of Administrative Services Brooke Wagner and Director of Human Resources Kate Marrone recommended approval of revisions to Policy GCBDA/GDBDA – Family Medical Leave. The policy covers the implementation of an alternative plan.

2. CONSIDER FOR APPROVAL REVISIONS TO POLICY GCBDA/GDBDC – DOMESTIC VIOLENCE, HARASSMENT, SEXUAL ASSAULT, BIAS OR STALKING LEAVE AND SAFETY ACCOMMODATION

Ms. Wagner and Ms. Marrone recommended approval of revisions to Policy GCBDA/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave and Safety Accommodation. They highlighted language changes needed to comply with updated laws, specifically noting the addition of the word “bias.”

3. CONSIDER FOR APPROVAL REVISIONS TO POLICY GCBDF/GDBDF – PAID FAMILY AND MEDICAL LEAVE INSURANCE

Ms. Wagner and Ms. Marrone recommended approval of revisions to Policy GCBDF/GDBDF – Paid Family and Medical Leave Insurance. The policy establishes that the district will utilize an alternative plan.

4. CONSIDER FOR APPROVAL REVISIONS TO POLICIES GBN/JBA – SEXUAL HARASSMENT AND JBA/GBN – SEXUAL HARASSMENT

General Counsel Christine Nesbit recommended for approval Revisions to Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment. The two policies are identical, other than that one relates to staff and the other to students. She highlighted language changes to comply with updated laws and changes for clarity and transparency. She said the policy is complex as it includes technical requirements within state and federal law.

Ms. Munro sought clarification that although the appeals section was removed from policy, it will still be covered in administrative rules (AR).

Ms. Nesbit confirmed that it will.

Ms. Rabasa questioned why the language in the reporting and response section is not inclusive of all district staff, instead listing only teacher, counselor, or school nurse.

Ms. Nesbit took her question into consideration.

5. CONSIDER FOR APPROVAL REVISIONS TO POLICY JFE – PREGNANT AND/OR PARENTING TEEN

Ms. Nesbit recommended for approval Revisions to Policy JFE – Pregnant and/or Parenting Teen. She highlighted minor language changes.

Ms. Rabasa asked what an Individualized Educational Program entails.

Ms. Nesbit responded that the program is catered to the specific needs of the student. A program template is available for review if desired.

Vice President Thessen sought clarity about lactation support at 4J.

Ms. Nesbit responded that lactation support is sufficient for district students and staff; it is required by law.

6. CONSIDER FOR APPROVAL REVISIONS TO POLICY IICA – DISTRICT REPRESENTED GROUP TRAVEL

Chief of Staff Carmen Xiomara Urbina recommended approval of revisions to Policy IICA – District Represented Group Travel. The changes refine language, knowledge, and understanding, align with instructional standards and district priorities, and expand the section outlining medical accommodations, emergency planning, and first aid certificate supervision.

There was some discussion about the need to improve processes around field trips.

Ms. Urbina assured the BOD that staff are working on streamlining the process.

X. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Thessen reported attending a meeting of the Lane ESD District Board.

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

There were none.

XII. ADJOURNMENT

Chair Di Liberto adjourned the regular meeting at 6:44 p.m.

(Recorded by Terah Van Dusen, LCOG)

Dr. Miriam Mickelson
District Clerk

Board Chair

Tom Di Liberto

MINUTES OF BOARD RETREAT
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

Date: August 11, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a board retreat at 8:15 a.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on August 8, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

Judy Newman

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Brooke Wagner, Assistant Superintendent for Administrative Services
Juan Carlos Cuadros, Director of Equity, Inclusion, and Belonging
Kyle Tucker, Chief Operations Officer
Kat Lange, Executive Director of Youth and Family Support
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

Christy Perry, Oregon School Boards Association (OSBA)

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)

MEDIA:

KRVM

I. CALL BOARD RETREAT TO ORDER, ROLL CALL

Chair Di Liberto called the board retreat to order at 8:16 a.m.

II. AGENDA APPROVAL

There were no changes to the agenda.

III. RETREAT AGENDA

1. REFLECTIONS FROM AUGUST 4 BOARD RETREAT

Facilitator Christy Perry asked the Board of Directors (BOD) for reflections on the August 4, 2025 board retreat.

Ms. Munro recognized the preparation and collaboration that contributed to the success of the board retreat.

2. MEETING TYPES

Ms. Perry engaged the group in a discussion about BOD meeting types.

Ms. Jonak explained that the BOD changed their meeting format last school year. Currently, in months when there are two meetings, the second meeting is a work session. Previously, the meetings were held back-to-back. Board meetings now begin at 6:00 p.m. rather than 7:00 p.m.

Vice Chair Thessen said that work sessions allow the BOD to dedicate more time to topics than they would in a regular session.

Other members voiced pros and cons of the current meeting format.

Ms. Rabasa reported feedback that removing public comment from work sessions gave the perception that the BOD might be using the shift as a mechanism to limit public comment.

Ms. Jonak noted that public comment was expanded in certain cases, such as during the budget process.

Ms. Rabasa advocated for reinstating Board comments to directly follow public comments during regular meetings.

Mr. Hamilton and Ms. Jonak both acknowledged that policy prohibiting the BOD from providing substantive responses following public comment presents a disconnect with the community. Ms. Jonak said from a public input standpoint, the district might consider alternative meeting spaces.

Ms. Munro recalled that in the past she observed staff members following up with public commenters following testimony.

Superintendent Mickelson pointed out that a board meeting is not a public meeting, it is the BOD meeting held in public. She offered that the Chair consider stating the following

in the public comment preamble: “We will not be responding but the Superintendent or designee will follow-up with you.”

Ms. Jonak advocated for permitting members of the public to submit questions pertaining to topics covered in work sessions.

Superintendent Mickelson asked what the purpose of a work session is for the BOD.

Ms. Jonak responded that work sessions are designated for substantive topics. In her experience as Chair, the regular board meetings do not allow enough time for deliberation.

Ms. Munro added that work sessions are effective for informing and educating the Board and engaging in deeper discussions.

The BOD discussed ways to make work sessions and regular meetings more accessible for student representatives and for the general public, focusing specifically on public comment protocols.

There was general consensus to continue following the same meeting format as last school year, with regular meetings and work sessions occurring on alternating weeks during the month; and to increase public comment and student engagement opportunities at work sessions.

Superintendent Mickelson suggested briefly reflecting the entire BOD’s activities during the Comments by Individual Board Members section of the regular meeting and also listing activities on the district blog/website.

The BOD further refined the Comments by Individual Board Members section, and other components of the agenda.

3. WORKING AGREEMENTS

Ms. Perry engaged the BOD in a discussion about working agreements.

Ms. Rabasa mentioned that the length of the working agreements document and the redundancy between working agreements and policy is problematic. She noted that Ms. Fjordbeck created a document color-coding policy, working agreements, and statute.

The BOD agreed that the working agreements need refined.

Ms. Perry offered to review the working agreements and website content for clarity and bring a recommendation back to Board leadership.

4. COMMITTEE STRUCTURE

General Counsel Christine Nesbit and Ms. Perry engaged the BOD in a discussion about committee structure. Ms. Nesbit presented a draft resolution. Board members reviewed

the resolution and provided necessary feedback. The resolution will come before the BOD for approval at their next meeting.

5. ENTRY PLAN, SUPERINTENDENT GOALS

Superintendent Mickelson and Finance Director Matt Brown presented the Tentative Budget Development Roadmap for 2025-2026. They highlighted the following:

Goals: Communication, Transparency, Shared Understanding, Informed and Collaborative Decision-Making

Standing Items:

- Monthly budget and enrollment updates to the school board (August start)
- Monthly budget discussions with employee groups and with building district leaders (September start)
- Monthly budget updates to staff and community (October-November start)

Timeline:

- July through August: Initial Planning and Preparation
- September through December: Engagement and Data Gathering
- January: Executive Decision-Making
- February: Planning with Schools and Departments
- March through June: Budget Refinement and Approval Process

Superintendent Mickelson presented a draft of the Strategic Plan Draft Process and Timeline. She highlighted the following:

- September through October: Preparation and Planning
 - Launch Community Coalition
 - Plan the Process
 - Launch ThoughtExchange
- November: Gathering Input
 - Conduct Focus Groups
 - Review and Analyze Data
 - Communications Update
- December: Identifying Goals
 - Propose Strategic Goals and Priorities to School Board
- January – June: Drafting the Plan
 - Create the Strategic Plan
- September – November: Launch
- December – Ongoing: Monitoring

Superintendent Mickelson opened the floor to questions.

Ms. Munro asked for more information about ThoughtExchange.

Superintendent Mickelson invited Chief of Staff Carmen Urbina to speak about ThoughtExchange.

Ms. Urbina explained that ThoughtExchange is an Artificial Intelligence (AI) tool with the ability to, among other things, conduct surveys, pre-analysis, and coalesce and gather data in real time. Regarding one application, she said what previously took 8-15 hours now takes one hour. She described other benefits of ThoughtExchange and mentioned that the district successfully utilized the tool with 79 administrators.

Mr. Hamilton said he would like to know the pros, cons, weaknesses, and strengths of applying AI within the district.

Ms. Urbina reassured Mr. Hamilton and said she would follow up with more information.

Superintendent Mickelson provided a draft of the Superintendent Entry Plan:

- Values Statement
- Equitable Student Outcomes: The Center of All We Do
- Superintendent Goals
 1. Evaluate and enhance early literacy initiatives
 2. Implement the new school board resolution on meaningful inclusion for students with disabilities
 3. Strengthen partnerships and relationships
 4. Build relationships and strengthen two-way communication systems
 5. Establish a transparent, collaborative budget process
- Community Engagement and Learning Structures
 - Connecting and Learning Series (July 2025 – June 2026)
 - Community Coalition (Launch: Fall 2025)
- Deliverables and Timeline (July 2025 – September 2026)

6. SUPERINTENDENT EVALUATION PLAN

Ms. Perry presented a draft of the 2025-26 Superintendent Evaluation Plan to assess the superintendent based on the five goals that align to the superintendent's entry plan and board priorities. She highlighted the following:

- Performance Standards
 1. Visionary District Leadership
 2. Ethics and Professional Norms
 3. Inclusive District Culture
 4. Culturally Responsive Instructional Leadership and Improvement
 5. Communication and Community Relations
 6. Effective Organizational Management
 7. Effective Financial Management
 8. Policy, Governance, and Advocacy

- Superintendent Goals for 4J
 1. Evaluate and enhance early literacy initiatives
 2. Implement the new school board resolution on meaningful inclusion for students with disabilities
 3. Build relationships and strengthen two-way communication systems
 4. Develop and implement a strategic planning process
 5. Establish a transparent, collaborative budget process
- Evidence/Timeline
 1. Final strategic planning process document: September 2025
 2. Final budget timeline and process document: September 2025
 3. Monthly reports on the strategic planning process: Monthly
 4. Quarterly updates on the implementation of the budget development process: October, January, March
 5. Report on literacy assessment and recommendations: December 2025
 6. First 100 days report and district strategic priorities recommendation to the board (board approval recommended in December for budget planning purposes: December 2025)
 7. Provide the board a report on the implementation status: January 2026
 8. Superintendent Evaluation Discussion #2: March 2026
 9. Proposed budget: April 2026
 10. Implementing staffing according to the proposed budget: May 2026
 11. Final superintendent evaluation: May 2026
 12. Year-end report and updates on strategic planning process: June 2026
 13. Concise, dynamic strategic plan draft: September 2026
 14. Strategic Plan communication, PD, implementation: October-November 2026

Ms. Perry opened the floor to questions.

Regarding evaluating and enhancing early literacy initiatives, Chair Di Liberto emphasized the need for more holistic reports.

Vice Chair Thessen agreed, adding that she would like to know if students are checking out more books at the library, or if there is increased engagement with librarians.

Ms. Perry asked if the BOD would like her to develop a recommendation for the superintendent evaluation process.

The Board agreed.

Ms. Rabasa noted that the BOD has not yet performed a self-evaluation.

7. BOARD GOALS AND AGREEMENTS

Ms. Perry engaged the group in a discussion about Board Goals and Agreements. She highlighted the following:

- Roles, Responsibilities, and Relationships
- How We Operate and Make Decisions
- How We Communicate
- Governing Law and Policy Documents

Ms. Munro asked for clarification about the following: how and when an item can be pulled from consent agenda and comments from individuals not listed on the agenda.

Others agreed that they want more clarification about the consent agenda process.

Superintendent Mickelson provided some guidance related to the consent agenda process according to Robert's Rules of Order.

The BOD discussed and refined protocols around speakers not listed on the agenda.

Ms. Perry engaged the BOD in drafting their Governance Goals, as follows:

- The Board will prioritize individually engaging in professional learning
- The Board will be present and engaged in schools and community
- The Board will support the strategic planning process
- The Board will engage in a self-assessment process

8. NEXT STEPS

The BOD briefly discussed their role in the Educational Equity Advisory Committee (EEAC). There was consensus to default to the EEAC to determine their preferred level of engagement on the committee.

IV. ADJOURN

Chair Di Liberto adjourned the board retreat at 1:20 p.m

(Recorded by Terah Van Dusen, LCOG)

Dr. Miriam Mickelson
District Clerk

Tom Di Liberto
Board Chair



ITEM FOR INFORMATION

Date of Meeting:

September 3, 2025

Title:

Receive an update on School Safety and Emergency Management:
Safe Routes to School Presentation

Presenter:

Jennifer Bills, Director of Public Safety,
Sarah Mazze, Safe Routes to School Coordinator, and
Brad Albee, Safe Routes to School Coordinator

Background:

School Safety and Emergency Management oversees the safety of students, teachers and staff at Eugene District 4J. We employ a multi-layered, all-hazards approach to threat and risk mitigation. School Safety and Emergency Management encompasses the School Safety Monitors, Behavioral Threat Assessment, Emergency Management, the education of staff on our Standard Response Protocols, ensuring compliance with drills, overseeing volunteer management and backgrounds, and the Safe Routes to School program.

Since our last information session, we conducted a two day training of administrators and staff on SRP, and held a live exercise on reunification at one of our actual reunification locations. From this, we are establishing a specialized district re-unification team to help our schools in the event of an off-site reunification. In addition we are evaluating additional sites on the SE part of Eugene for re-unification, which will increase our capacity to serve our schools.

The Safe Routes to School program is another highly active part of our department that the board will learn about at the meeting. The Safe Routes to School program works to increase the number and safety of students using active and shared transportation for their school commute through six “E’s,” described briefly below, with details on program activities to be shared in person.

- Equity – overarching lens guiding other E’s and use of resources where most needed
- Engineering – infrastructure improvements on and off school grounds

- Education – bike safety and pedestrian safety classes, communications with families
- Encouragement – Walk & Roll to School events, bike rodeos, etc.
- Evaluation – school action plans, parent surveys, classroom tallies to track travel mode
- Engagement – listening to families, students and school communities towards building a more effective program

Options and Alternatives:

This item is information only.

Budget/Resource Implications:

None at this time



School Safety and Emergency Management

Jennifer Bills, Director

Summer 2025 re-cap

Highlighting Safe Routes to School

Highlights

Continued work on creating a culture of safety

Two-day I Love You Guys training with a full day live reunification exercise

Educating Administrators on Behavioral Threat Management

Developing a district Ed Center reunification team

Building community partnerships to address problematic sexual behavior

Planning and scheduling the drill schedule for 2025



SAFE ROUTES TO SCHOOL 4J BOARD PRESENTATION SEPTEMBER 3, 2025

<https://www.eugenespringfieldsrts.org/>



WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School's mission is to serve a diverse community of parents, students, and organizations: advocating for and promoting the practice of safe bicycling and walking to and from schools and around the community.





FUNDING

- State block grant for transportation passed through to region
- Metropolitan Planning Organization prioritize SRTS for funding
- 4J, Bethel, Springfield all have programs

WHAT IS SAFE ROUTES TO
SCHOOL?

*What do
we do?*



ENCOURAGE ACTIVE AND SHARED TRANSPORTATION!

- Walk & Roll to School day
- “Fun Routes to School”
with City of Eugene
- Ongoing messaging





INFRASTRUCTURE IMPROVEMENTS

- Collaborate with City and County
- 12 projects funded with state grants
- School flashers, crosswalks, protected biking lanes, speed cushions funded with City and County funds
- Community engagement

PEDESTRIAN EDUCATION

- Scooter Town pilot
- 2400 students
- 8 schools
- All elementary grades
- Support for PE teachers for off-years



LEARN TO RIDE A BIKE!

- Kinder/1st grade in PE
- 1150 participants in 2024-25
- 2,000+ new pedalers since 2019
- All-ages community events
- Latinx focused
- Bike Rodeos (5 schools each year with BEST program)





BICYCLE SAFETY EDUCATION

- Traffic Safety
- 1020 students participated in 2024-25
- 6th grade PE
- 2 weeks on bikes
- End with 2-3 mile ride
- Staffed by City of Eugene Outdoor Recreation program
- Adaptive bikes for inclusion

TRANSIT

- LTD Student Pass program
- Transit Education for 8th & 9th graders
- 200 students in pilot Transit Ed
- High school transportation



FREE BIKES AND MORE

- Partnership with Shift Community Cycles for 50-75 bikes per year for 4j students
- Free U-locks, thanks to EEF grant
- Free helmets from Safe Kids West
- Reflective beanies, lights and more from local government partnership



Thank You!

Brad Albee
SRTS Regional Coordinator
albee_b@4j.lane.edu

Sarah Mazze
SRTS 4J Coordinator
mazze_s@4j.lane.edu

<https://www.eugenespringfieldsrts.org/>





QUESTIONS?



ITEM FOR ACTION (Second Read)

Date of Meeting

September 3, 2025

Title

Approve revisions to Policy CCG – Evaluation of Administrators

Presenter

Larry Williams, Assistant Superintendent for Instruction and Access
Kate Marrone, Director of Human Resources

Background:

The Board reviewed Policy CCG – Evaluation of Administrators at their August 20, 2025 board meeting where the policy was presented as an Item For Action At A Future Meeting (First Read).

The time invested in providing meaningful feedback in the assessment of district administrators in the performance, and the progress made in meeting the goals specified by the board and the superintendent, is critical to the success of the district.

District Administrators will be formally evaluated on their job performance at least once each year. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, and to improve the instructional program and management of the district's schools and departments.

Summary:

The proposed policy language provides the superintendent or designee with the opportunity to notify the administrator in writing of specific areas to be celebrated or to be remedied.

The revised policy language is a recommendation from the Oregon School Board (OSBA) attorneys. The proposed revisions to policy have also been reviewed and approved by the Director of Human Resources. Staff respectfully request that the Board approve revisions to Policy CCG.

Policy CCG – Evaluation of Administrators was last updated in 2017.

Code: CCG
Adopted: 08/02/17
Revised/Readopted: XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to Policy CCG – Evaluation of Administrators. The Board may wish to direct staff to make further revisions.

Recommendation: The superintendent recommends the Board approve revisions to Policy CCG – Evaluation of Administrators.

Eugene School District 4J

Code: CCG
Adopted: 8/02/17; XX/XX/XX
Orig. Code(s): CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for ~~administrators~~ ~~administrative personnel~~. The purpose of administrator evaluations is to assist an administrator with developing and strengthening ~~their~~ professional abilities, ~~and~~ to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly at least once each school year.~~

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or ~~a qualified, licensed~~ designee;
3. Evaluations will be in writing and discussed with the administrator by the person who ~~conducts~~ ~~makes~~ the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall ~~use the following~~ ~~be customized, based on collaborative efforts and include the educational leadership-administrator standards¹ adopted by the State Board of Education-:~~

~~The adopted standards include:~~

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

~~Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.~~

~~Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:~~

1. ~~Four performance level ratings of effectiveness;~~
2. ~~Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:~~
 - a. ~~Classroom-based assessments including observations, lesson plans and assignments;~~
 - b. ~~Portfolios of evidence;~~
 - c. ~~Supervisor reports; and~~
 - d. ~~Self-reflections and assessments.~~

3. If applicable to the individual administrator, consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth if applicable, to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation **using the administrator standards** must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the **students, the school and the district**;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, **including other assignments of the administrator**;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other **teachers and** administrators; **and**
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; **and**
6. **Address ways to help all educators strengthen their culturally responsive practices.**

The superintendent or designee shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 342.856](#)

[ORS 332.505](#)
[OAR 581-022-2405](#)

[ORS 342.120](#)
[OAR 581-022-2410](#)

[ORS 342.815](#) [ORS 342.850](#)
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.



ITEM FOR ACTION (Second Read)

Date of Meeting

September 3, 2025

Title

Approve revisions to Policy JHCCF – Pediculosis (Head Lice)

Presenter

Seth Pfaefflin, Director of Student Services

Background:

The Board reviewed Policy JHCCF – Pediculosis (Head Lice) at their August 20, 2025 board meeting where the policy was presented as an Item For Action At A Future Meeting (First Read).

Guidance on exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies, i.e., National Association of School Nurses, Center for Disease Control and Prevention, Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom.

Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed. Refer to [Communicable Disease Guidance for Schools](#) published by Oregon Health Authority and Oregon Department of Education for instructions on management.

See the Communicable Disease Guidance for Schools for more information.

[NASN – Head Lice Management in Schools](#)

[CDC – Head Lice Information for Schools](#)

Summary:

This version of Policy JHCCF – Pediculosis (Head Lice), keeps a student in the classroom.

Policy JHCC – Pediculosis (Head Lice) was reviewed with the Policy Work Group during the spring and recommended for Board consideration. Staff respectfully request the Board approve revisions to Policy JHCC.

Policy JHCC – Pediculosis (Head Lice) was last updated in 2018.

Code:	JHCCF
Adopted:	11/28/28
Revised/Readopted:	XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to Policy JHCC – Pediculosis (Head Lice) or the Board may wish to direct staff to make further revisions.

Recommendation: The superintendent recommends the Board approve revisions to Policy JHCC – Pediculosis (Head Lice).

Eugene School District 4J

Code: JHCCF
Adopted: 11/28/18; XX/XX/XX

Pediculosis (Head Lice)

A student with a suspected case of head lice will be referred to the school nurse or administrator for assessment. The screening will be done in a confidential manner by trained personnel.

~~A parent of the student will be notified and treatment will be requested. Students with a severe infestation¹ may be excluded immediately until treated. A student excluded from school that has been treated, as determined by the school nurse will be readmitted after an assessment by a school nurse. The student may be subject to periodic checks.~~

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

The suggested school measures for head lice control, as provided in ~~Head Lice Guidance~~ *Communicable Disease Guidance for Schools* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,¹ ~~shall be followed~~ will be consulted.

END OF POLICY

Legal Reference(s):

~~ORS 433.255~~ ~~ORAR 333-019-0010~~ ~~ORAR 581-022-2220~~ ~~ORS 433.260~~ ~~ORAR 437-002-03600~~
ORS 332.107

~~National Association of School Nurses, Pediculosis Management in the School Setting: Position Statement Revised 2011.~~
~~American Academy of Pediatrics: Position Statement on Head Lice 8-12012.~~
~~Centers for Disease Control and Prevention Head Lice Information for Schools 2011.~~



ITEM FOR ACTION (Second Read)

Date of Meeting:

September 3, 2025

Title:

Eugene School District 4J Organizational Chart

Presenter:

Miriam Mickelson, Superintendent

Background:

At the August 20 2025 board meeting, the Board reviewed the updated organizational chart for 2025-26.

Eugene School District 4J is a complex, multitiered organization that employs more than 2,000 individuals and serves close to 15,000 students. The district is a public entity that operates under a myriad of statutes, rules, and regulations as well as collective bargaining agreements with two public employee unions.

The organizational chart for 2025-26 follows the same format as last year's with just a few modifications and is in alignment with [Policy CCB Line and Staff Relations](#) adopted by the Board in 2017.

Summary:

With Board approval, the organizational chart and associated lines of authority is designed to set the district up for success.

Organizational Chart

The organizational chart is designed to accomplish the following primary aim:

- Recentering the district's efforts on equitable access to high quality, relevant teaching and learning - This organizational chart ensures that the district administration, from the superintendent on through, is focused on supporting a district' core function: *Equitable access to high quality, relevant teaching and learning*.
- Renewed clarity for everyone. The organizational chart offers a clear outline of who each employee can look for support and supervision. This organizational chart should also serve as a tool to help point staff members to our various departments and teams for support.

Distributed Leadership + Informed Decision Making

No single leader can make the best decisions for our path forward in Eugene 4J, our decisions must be collective and co-owned if they are to be effective and lasting. The organizational chart is designed to create a collaborative, coordinated, and transparent space to bring voice from across the district into decision-making.

A priority in the organizational chart is to better incorporate data analysis and the use of an equity decision tool across the groups represented in this process. The intent is a structure that gives voice to representative leaders across the district and helps to fully inform the decision-making process and provide more clarity to everyone in our system.

It is necessary and helpful for meetings with our employee partners (EEA, OSEA, and MAPS) to continue and deepen our partnership as we work together to ensure 4J's workforce is heard, appreciated, and fully supported in our efforts to serve our community's children.

Leadership teams, committees, work groups, councils, boards, etc., are also important in the work we do collectively. Groups like the School Board Committees, Superintendent Work Groups, Instructional Cabinet, the Long-Range Facility Planning and Bond Oversight Committee, the Budget Committee, District Equity Committee, District Safety Committee, and several others are needed to accomplish the district's work – these groups will continue enrich the district in serving our students.

The distributed leadership and informed decision-making model continues to have the following groups which were added last year:

1. The Executive Leadership Team (ELT). The 4J ELT exists to provide strategic direction, foster collaborative decision-making, and ensure the effective implementation of policies and initiatives across the 4J School District. The team's focus is to enhance educational outcomes, promote equity and access, and support the holistic development of every student. An equity, racial equity, and anti-racist lens will be used in all decision-making processes.

The ELT meets weekly and includes representation that oversee all aspects of the district's work, including:

- Superintendent
- Chief of Staff
- Assistant Superintendent of Instruction
- Assistant Superintendent of Student Services
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Chief Operations Officer
- Support: Superintendent's Operations Manager
- Director of Financial Services

This year the Director of Financial Services was added to ELT. The Director of Finance will provide the executive leadership team with real-time insight into the financial resources and impacts stemming from the district's decisions and challenges over the coming months.

2. The Superintendent's Leadership Council (SLC). The purpose of the SLC is to collaboratively guide and influence the district by testing ideas, clarifying impacts, gathering information, providing a feedback loop, and making recommendations to the ELT and Superintendent.

As a think tank, this inclusive team brings together multiple perspectives from various levels of leadership within the district, from the Superintendent to principal representatives at each level. The council focuses on processing ideas, informing communication plans, clearly highlighting unintentional impacts on the system of decisions, coordinating across departments, identifying risks, proposing solutions, and addressing systems concerns and issues.

The SLC meets at least monthly and includes representation that participate in and lead all aspects of the district's work, including:

- Superintendent

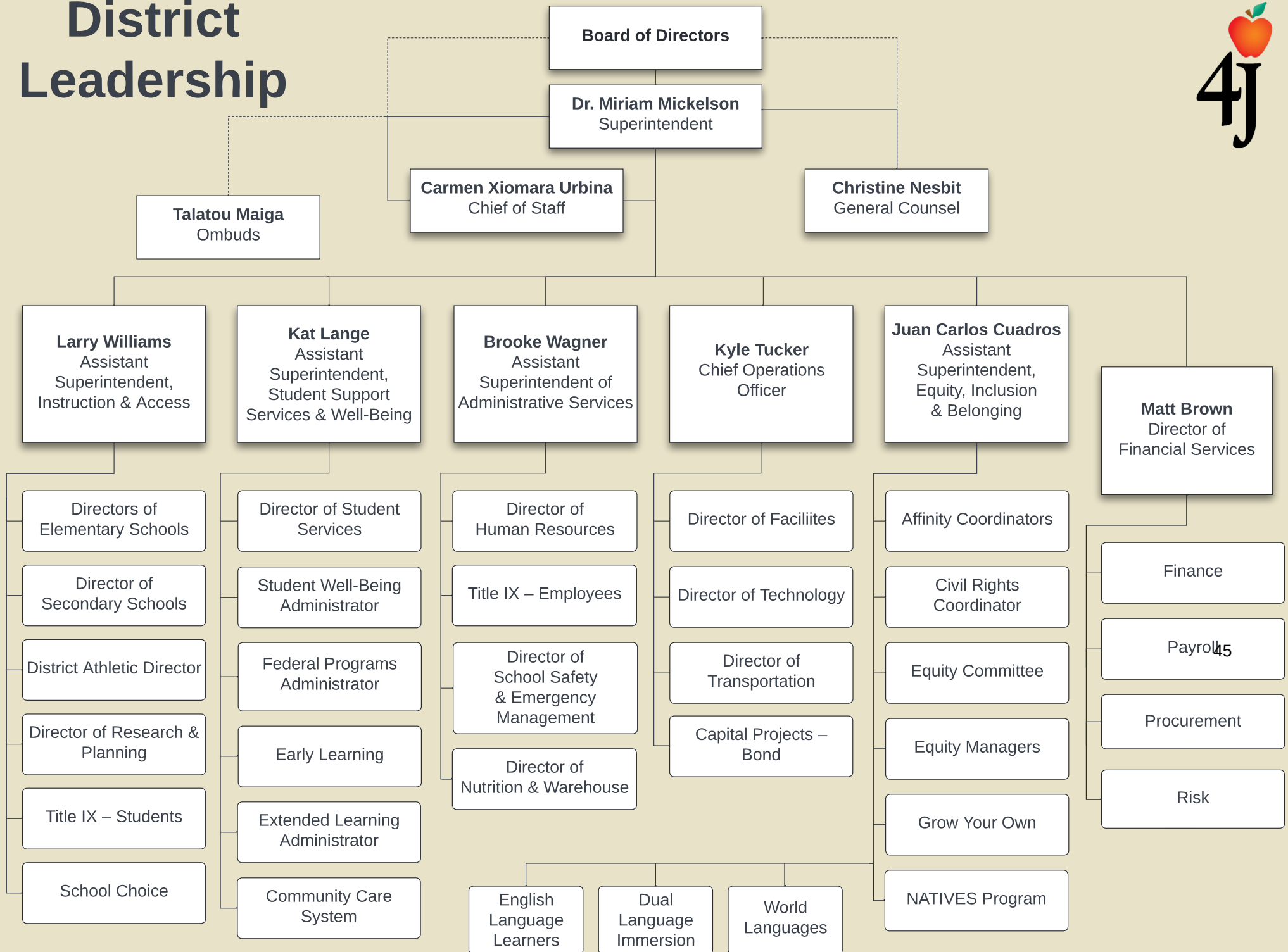
- Chief of Staff
- Assistant Superintendent of Instruction and Access
- Assistant Superintendent of Student Support Services and Well-Being
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Student Services Director
- Federal Programs Administrator
- Elementary School Level Co-Directors
- Secondary School Level Director
- District Athletic Director
- Curriculum Administrators
- Communication Director
- Human Resources Director
- Chief Operations Officer
- Director of Finance
- Technology Director
- School Safety and Emergency Management Director
- Ombudsperson
- Director of Research and Planning
- Director of Student Services
- Director of Transportation
- Director of Nutrition and Warehouse
- Director of Facilities
- Prevention and Wellbeing Administrator
- Curriculum Administrator for Extended Learning
- Support: Superintendent's Operations Manager
- 1 Rotating Alternative Education Administrator
- Regionally Representative School Administrators from Each Level
- Grow Your Own Administrator
- 1 Rotating HS Administrator
- 1 Rotating MS Administrator
- 1 Rotating Elementary Administrator
- 1 Rotating Dual Language Administrator

The Organizational Chart also highlights the vital role played by the School Board in the function and success of our school district. The Board is a voice for our community and they work to understand their hopes as well as hear the unheard to use that knowledge to set policy for the district, adopt a budget aligned to their goals and steward our financial practices in alignment with our district's values, establish collective bargaining agreements with employee groups, and appoint and evaluate the superintendent who is charged with the general supervision of all district schools, personnel, and departments as well as managing the schools. School Boards have specific responsibilities laid out in [ORS 332.075](#).

Recommendation:

The Superintendent recommends the board approve the district's lines of direct authority as shown on the District Organization Chart ([LINK](#)). This action is in alignment with [Policy CCB Line and Staff Relations](#).

District Leadership





ITEM FOR ACTION

Date of Meeting:

September 3, 2025

Title:

Discussion Regarding District Leadership Funding of Community Fundraising Events

Presenters:

- Tom Di Liberto, Board Chair
- Judy Newman, Board Member
- Carmen Xiomara Urbina, Chief of Staff
- Matt Brown, Director of Finance Services

Background:

Eugene School District 4J has long participated in community fundraising events as a way to strengthen relationships with civic, nonprofit, and educational partners. These events—typically dinners, galas, and community breakfasts—provide opportunities for district leaders and board members to demonstrate support, increase visibility, and engage with organizations whose missions align with student success and community well-being.

Between FY23 and FY25, the district invested in 18 such events, all directly supported by the Superintendent and Board. Participation has grown each year, reflecting both the increasing number of invitations from community partners and the district's commitment to maintaining a visible and engaged presence in key civic and equity-focused spaces. At the same time, the frequency of requests, combined with ongoing fiscal constraints and the importance of equity across schools and programs, has raised the need for clearer guidance. In response, the Chief of Staff and the Finance Director reviewed past practices and expenditures to identify trends and develop recommendations for how the district can continue to participate in a manner that is consistent, equitable, and financially responsible.

Board Analysis: Community Event Participation Expenditures (FY23–FY25)

Overview

Between Fiscal Years 2023 and 2025, Eugene School District 4J invested \$13,295.58 across 18 community events hosted by partner organizations. These expenditures

represent only Superintendent and Board–supported events, reflecting their ongoing commitment to community partnership, visibility, and relationship-building in alignment with the district’s mission and values.

Spending by Fiscal Year

- **FY23:** \$1,960.00 (2 events) – introductory participation.
- **FY24:** \$4,446.32 (4 events) – increased engagement with key partners.
- **FY25:** \$6,889.26 (7 events) – strongest year of investment, reflecting broad and strategic participation.

Trend: Community engagement expenditures have grown each year, showing a deliberate expansion of presence in civic, equity, and educational spaces.

Spending by Organization

- **Eugene Education Foundation (EEF):** \$6,545.00 (~49% of total)
- **NAACP:** \$3,690.00 (~28% of total)
- **Direction Services:** \$1,500.00 (~11% of total)
- **Chamber of Commerce:** \$907.00 (~7% of total)
- **Other Community Partners (Lane Council of Governments, United Way, Jewish Federation, Maude Kerns Art Center):** \$654 (~5% of total)

Observation: Nearly 80% of expenditures supported EEF and NAACP events, aligning with district priorities around student opportunity, equity, and community partnerships.

Nature of Participation

Most expenditures covered tables or seats at community fundraisers, celebrations, or recognition events, often seating district leadership, board members, and community partners together. These investments reinforced:

- Visibility of District Leadership in civic and equity-focused spaces.
- Strengthening Partnerships with organizations aligned to student success and community well-being.
- Support of Equity and Education Initiatives, particularly through high-profile events hosted by EEF and NAACP.

Conclusion

The district’s investment in community event participation has steadily increased, with a clear focus on organizations central to education, equity, and community well-being. These expenditures reflect intentional efforts to strengthen partnerships, demonstrate leadership presence, and align district resources with community values.

Recommendations for Discussion

Introduction to Recommendations

Based on the analysis of district expenditures from FY23–FY25, and in light of growing requests from community partners, the District has developed recommendations to guide future practice. These recommendations are intended to balance the district's commitment to visibility and partnership with its responsibility for fiscal stewardship and equitable resource allocation. They provide options for how the Superintendent and Board may continue to support community events while ensuring consistency, transparency, and alignment with district priorities.

Recommendation 1 — Temporary Moratorium on District-Funded Tables

Implement a **one-year moratorium** on purchasing full tables for community fundraising events.

- During this period, District Leadership or Board Members who wish to attend may **purchase their own individual tickets** using personal funds.
- This will allow time to review past practices, establish clearer criteria, and ensure equitable investment across schools and programs.

Recommendation 2 — Limited District-Funded Participation

Authorize the district to purchase **two (2) to four (4) tickets per event** when participation is aligned with district priorities or strategic partnerships.

- Ensures **continued community representation** while reducing costs.
- The Superintendent's Office will coordinate distribution of district-purchased tickets based on event relevance and strategic value.
-

Recommendation 3 — Sharing the Draft Equitable Support Protocol

Adopt the **Equitable Support Protocol for Community Partner Requests**, developed by the Chief of Staff and the Finance Director and reviewed by the Superintendent, as a **draft framework** to guide decisions if we decide to move forward and continue to support these events.

Protocol Highlights:

- **Equity & Transparency:** Applies consistent, documented criteria to every request to ensure fairness and balanced resource allocation.
- **Mission Alignment:** Prioritizes requests that directly support the district's vision, values, and student-centered goals.

- **Standardized Application Process:** Requires all partner organizations to submit a formal request at least **30 days before** events using a district-wide form.
- **Evaluation Framework:** A cross-departmental committee reviews requests using a **scoring rubric** that assesses mission alignment, equity impact, and community benefit.
- **Financial Stewardship:** Establishes annual budgets, contribution caps, and prioritization guidelines to maintain fiscal responsibility. (*Determined by our Superintendent*)
- **Documentation & Reporting:** All approvals and declines are tracked and shared internally, with annual reporting to the Board to ensure accountability.

Using this draft protocol will create **clearer expectations** for community partners, **increase equity** in district participation, and support **transparent decision-making** while the Board considers a long-term policy.

Equitable Support Protocol for Community Partner Requests

[Goals: Board, District, Superintendent 09/04/2024](#)

Eugene School District 4J is deeply committed to equity, transparency, and aligning our actions with core district and community values. We have developed a consistent, clear, transparent, and equitable protocol to manage requests from partner organizations for district support through donations, ticket or table purchases, or other forms of contribution. This ensures that all decisions reflect the district's goals and priorities while maintaining fairness across all requests from partners.

1. Establishing Criteria for Support

To guide our decision-making process, we will focus on the following criteria:

- **Mission Alignment:** Priority will be given to organizations whose mission aligns with the district's vision, mission, and goals, particularly in education, equity, inclusion, student support, and community well-being and civic engagement.
- **Equity Considerations:** We will strive for fairness and avoid disproportionate support for specific organizations by applying consistent, equitable criteria across all partners.
- **Community Impact:** The potential impact of the organization's work on our students, families, staff, and the broader educational community will be a central factor in our decision-making.
- **Frequency of Requests:** To ensure fairness and equity, we will monitor how often organizations may request support, whether through formal or informal invitations to events. This will create space for new and diverse organizations to seek district participation.

2. Application Process for 501(c)(3) Organizations

Our goal is to create a welcoming and transparent process for organizations to request district support:

- **Formal Submission Process:** Organizations must submit a standardized request form, which includes:
 - Event details (purpose, date, and target audience)
 - An explanation of how the district's support will benefit students or the community
 - Specific requests (e.g., tickets, tables, or donations)
 - Alignment with district priorities
- **Submission Deadlines & Criteria:** Because district funds are limited, each application will first be reviewed to ensure it meets established criteria. Applications that do not meet the criteria will not be supported. Eligible applications will then be considered on a **first-come, first-served basis**. To allow sufficient time for review, approval, and

coordination, requests must be submitted at least **60 days prior to the event**. This process ensures fairness, transparency, and timely decision-making.

3. Evaluation and Decision-Making Process

To ensure transparency, fairness, and inclusivity in decision-making, we will follow this process:

- **Review Committee:** A cross-departmental committee representing finance and district leadership will evaluate all requests to ensure a diversity of perspectives.
- **Scoring Rubric:** A standardized scoring rubric will be used to evaluate requests based on:
 - Alignment with district mission and priorities
 - Equity, particularly in serving underrepresented or underserved communities
 - Benefits to students or the district community
- **Budget Considerations:** An annual budget will be allocated to support these requests and ensure financial clarity and consistency in decision-making.

4. Communication and Documentation

Maintaining transparent and accountable communication is essential to this process:

- **Timely Notifications:** Organizations will receive prompt notifications of the district's decisions, including feedback on approved or declined requests.
- **Transparency:** All decisions will be documented, and an annual report on district support will be shared with district leadership to ensure full transparency.
- **Internal Awareness:** The protocol will be communicated internally to ensure that all departments follow the same process when approached by organizations.

5. Setting Limits

To ensure equitable distribution of resources, we will implement the following limits:

- **Contribution Caps:** To ensure fairness, the district will set annual limits on the number of tickets or tables purchased and establish financial caps for contributions.
- **Prioritizing Events:** When multiple requests arise, priority will be given based on alignment with district strategic goals and equity considerations.

6. Review and Adjust

We believe in continuous improvement:

- **Annual Review:** The protocol will be reviewed annually to assess its effectiveness and adaptability to the volume and nature of requests. Feedback from internal stakeholders will guide adjustments and improvements.

Recommendations from Research and Best Practices

To further strengthen the equity, transparency, and effectiveness of this protocol, the following recommendations are based on research and best practices in nonprofit support and educational partnerships. These recommendations are designed to assist the district in making informed decisions while fostering long-term, mutually beneficial relationships.

1. **Defined Roles & Responsibilities:**

Clearly outlining the roles of district staff and committee members ensures consistency and accountability throughout the process. Designating specific leaders from key departments—such as finance and community engagement—will provide clarity and ensure that support aligns with district values.

- *Example:* The Finance Director may oversee budget allocations, while the Chief of Staff and Assistant Superintendent for Equity, Inclusion, and Belonging handle communication with organizations.

2. **Equity Focus in Scoring Rubric:**

Developing a scoring rubric that incorporates equity considerations is essential for ensuring that all requests are evaluated through a lens of fairness, especially when addressing underserved communities. This supports the district's ongoing commitment to equity and social justice.

- *Example:* Requests will be scored based on the organization's impact on underrepresented populations and leadership diversity.

3. **Long-Term Partnership Development:**

Prioritizing long-term partnerships with organizations that have demonstrated sustained impact allows the district to build deeper, more meaningful relationships with key community players. This approach fosters trust and enhances the effectiveness of district contributions.

- *Example:* Preference may be given to organizations that show a history of successful collaboration with the district and demonstrable benefits to students and families.

4. **In-Kind Contributions:**

Offering in-kind contributions—such as volunteer time, use of district facilities, or promotion of events through district communication channels—allows the district to provide support beyond financial contributions. In-kind contributions often complement financial support and can increase the overall impact.

- *Example:* District resources, such as facilities, can be offered to support events where appropriate.

5. **Digital Access to the Protocol:**

Developing an online platform for managing and submitting support requests ensures greater accessibility and enhances the efficiency of the process. This platform can serve as a centralized space for organizations to submit requests and track the status of their applications.

- *Example:* An online submission portal will be developed to streamline the request process and ensure transparency.

6. **Alignment with District and Community Initiatives:**

The district can prioritize requests that align with ongoing community or district-wide initiatives—such as the United Way Campaign or other equity-focused programs. Aligning requests with these initiatives can amplify their impact and promote cohesive community efforts.

- *Example:* Requests that support district-wide campaigns or equity programs may receive additional consideration.

[Discussion regarding Board Attendance at Community Fundraising Events - Tom Di Liberto/Judy Newman](#)

Instructions for Submitting the Eugene School District 4J: 501(c)(3) Support Request Form

Thank you for your interest in partnering with Eugene School District 4J. To ensure a fair, transparent, and efficient process, please follow the instructions below carefully when submitting your request for support.

Step-by-Step Instructions

1. **Complete All Sections:**
Please fill out all sections of the Support Request Form. Incomplete forms may result in delays or rejection of your request. Be sure to provide all necessary information, particularly around how your event or program aligns with the district's values and goals.
2. **Ensure 501(c)(3) Status:**
Only organizations with active 501(c)(3) nonprofit status are eligible for support. You will need to provide your organization's tax-exempt status as part of the application.
3. **Align with District Priorities:**
Clearly outline how your organization's mission and event/program align with Eugene School District 4J's core objectives, especially around education, equity, and community impact. This will be a key factor in the evaluation process.
4. **Submission Deadline:**
Submit your completed form at least **60 days** before your event or program. Requests submitted after this deadline may not be considered. Please be mindful of the timeline to allow for proper review and processing.
5. **Explain the Specific Support Requested:**
Clearly specify the type of support you are seeking from the district (e.g., tickets, table sponsorship, financial donation) and how these resources will be used. Additionally, include a brief explanation of how the district's participation will benefit your event/program and community.
6. **Demonstrate Community Impact:**
Include information on how your organization serves underserved or underrepresented communities. Providing detailed data or examples of your impact will strengthen your application.
7. **Provide Historical Context (if applicable):**
If your organization has previously received support from Eugene School District 4J, please indicate the nature and frequency of past contributions or sponsorships.
8. **Acknowledge Submission:**
After submitting your request, you will receive an acknowledgment email confirming that your form has been received. If any additional information is needed, you will be contacted by the district.
9. **Await Notification:**
The review committee will assess all applications based on alignment with district

priorities, community impact, and the availability of resources. You will be notified of the district's decision within a reasonable timeframe after your submission. If your request is approved, you will receive further instructions on how to proceed.

If you have any questions or need clarification on the submission process, please feel free to contact the Eugene School District 4J at xxxxx.

We appreciate your interest and look forward to learning more about how we can collaborate to serve the students and community of Eugene School District 4J.

Eugene School District 4J: 501(c)(3) Support Request Form

Section 1: Organization Information

- Organization Name
- 501(c)(3) Status
- Mission Statement
- Primary Contact Person
- Organization Website (if applicable)

Section 2: Event or Program Details

- Event or Program Name
- Date and Time of Event
- Event Location
- Target Audience
- Purpose of the Event or Program
- How Will the District's Participation Support Your Event or Program?

Section 3: Specific Support Request

- What Type of Support Are You Requesting?
- How Will the Funds or Participation Be Used?
- Does Your Organization Serve Underserved or Underrepresented Communities?

Section 4: Alignment with Eugene School District 4J

- How Does Your Organization's Mission Align with the District's Priorities?
- Has Your Organization Received Support from the District in the Past?
- Frequency of Support Requests

Section 5: Submission Deadline and Acknowledgement

- Submission Deadline
- Acknowledgment of Submission

Sources

Sources

1. Nonprofit Quarterly's *Best Practices for Nonprofit Financial Management*.
[Best Practices for Nonprofit Financial Management](#)(Non-Profit [News | Nonprofit Quarterly](#))
2. Nonprofit Quarterly's *Guide to Financial Leadership: Making Good Decisions in Unprecedented Times*.
[Guide to Financial Leadership](#) [Non Profit News | Nonprofit Quarterly](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date:

September 3, 2025

Title:

Review for approval the Budget Committee Selection Process

Presenter:

Tom Di Liberto, Board Chair

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

Past Practice

The process for appointing budget committee members has been updated over the past few years based on the board's desire. Last year, two members were automatically renewed by the board because they had only had the opportunity to serve one year of a three-year term (they joined the committee mid-term when Tom and Erika were elected to the school board). In previous years, a Google Form application has been created to solicit interested community members. This Google Form requires community members to enter basic information to confirm voter registration, address, and contact information as well as additional questions that have been approved by the board to gain feedback on the candidate's reason for interest, experience with budgets and government, and additional knowledge or information they would bring to the committee. The Google

Form was also available as a PDF to turn in at our district office. The Board reviews all applicants and, if needed, ranks candidates to move onto the next round depending on how many applicants we have. The next round has typically been at a board meeting where candidates are allowed to give a short speech or be interviewed for a short time. A final decision is then voted on by the board to approve candidates.

Staff Recommendation

The Google Form Application has proven to be an excellent resource for obtaining interested community members. Staff recommends continuing the Google Form as a starting point. A copy of the *Google Form Application from a previous year* is included in this packet for review. The board would have the opportunity to review all applicants and, if needed, rank candidates to move on to the second round. The second round would consist of an opportunity for each candidate to speak for up to 5 minutes at a board meeting before the board votes to appoint two members to fill vacancies.

Timeline:

- 09/03/25 – The board approves the vacancy process and application, term limits.
- 09/15/25 – Application opens (board questions in the application materials and role of the committee, workshop for prospective budget committee members, commit to participating in onboarding, sign and roles and responsibilities)
- 09/26/25 – Application closes. Staff confirms statute requirements with applicants and prepares for presentation to school board for 10/1.
- 10/01/25 – Board reviews applicants to determine if all applicants will be allowed statements or if rank voting will be done to limit candidates to the next round. **(screening and identify 2-3 prompts from the board - previous questions presented to the board.)**
- 10/15/25 – The board meets candidates. Each candidate is allowed 3-5 minutes to speak based on prompts pre-assigned by the board. Voting is completed by the school board to appoint two members.

Staff are available to answer questions.

4J School School District Budget Committee - Application / Solicitud para servir en el Comité de Presupuesto de la Junta Escolar del 4J

There are five (5)
openings for Eugene School District 4J Budget Committee members

**Applications will open
on Thursday, November 16, 2023. The call for applicants will
remain open for 2 weeks with applications closing on November 30, 2023
at midnight. Please limit answers to 300 words or less/**

Tenemos cinco (5) vacantes que llenar en el Comité de Presupuesto del Distrito Escolar de
Eugene 4J

Las solicitudes se abren el jueves 16 de noviembre de 2023. La convocatoria de
solicitantes permanecerá abierta durante 2 semanas y la solicitud se cerrará el 30 de
noviembre de 2023 a la medianoche.

brown_mat@4j.lane.edu [Switch account](#)



* Indicates required question

Email *

☐

Record **brown_mat@4j.lane.edu** as the email to be included with my response

FULL NAME / Nombre completo *

Your answer

Email Address: *

Your answer

HOME ADDRESS. I certify, I live within the boundaries of Eugene School District 4J / DOMICILIO. Certifico que vivo dentro de los límites del Distrito Escolar de Eugene 4J . *

☐ Yes/ Sí

☐ No

Home Address/ Dirección del domicilio

Your answer

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

Your answer



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

Your answer

The Eugene School District 4J values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in budget committee work? / El Distrito Escolar de Eugene 4J valora la diversidad, la equidad y la inclusión. ¿Qué papel cree que desempeña la diversidad, la equidad y la inclusión en el trabajo del comité de presupuesto?

Your answer

What would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? / ¿Qué aportaría al comité de presupuesto si lo nombraran (como experiencia vivida de trabajo, de voluntariado o en la comunidad)? *

Your answer

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

Your answer





ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

September 3, 2025

Title:

Consider for approval the 2025-26 Board Working Agreements

Presenter:

Tom Di Liberto, Board Chair

Background:

The Board annually reviews, affirms or revises Board Working Agreements

Eugene School District 4J

Board Working Agreements/Norms

To help the board function as effectively as possible in service of their community, the board has established working agreements/norms that provide a set of guidelines, shared understandings, and expectations of how they will work with each other, district staff, and the community. In agreeing to these norms, they also agree to hold each other accountable to follow them.

The Eugene School District 4J (4J) staff and board operate within the guidelines of Oregon state law and adopted 4J district policy and use Robert's Rules of Order for managing their meetings.

Links to these materials can be found at the end of this document. Nothing contained in these working agreements/norms supersedes those authorities.

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

1. Every board member is one part of a whole and contributes in their own ways, all important.
2. Board members will operate within our governance model focusing on:
 - a. Stewardship of the district's strategic vision
 - b. Employment and evaluation of the superintendent
 - c. Governance through policymaking
 - d. Adoption of engaging and evidence-based core instructional materials
 - e. Tracking district progress and ensuring fiscal alignment to district priorities
3. Board members will uphold the legal compliance and confidentiality requirements on all matters arising from board meetings and executive sessions.
4. The board recognizes the role of the chair to:
 - a. Speak for and about the board to the press and public groups
 - b. Convene board meetings
 - c. Execute documents as appropriate
 - d. Develop the agenda with the vice chair and superintendent. Remind the board of their commitment to governance, effective meetings, and the board's working agreements
 - e. Appoint board members to committees.
5. Board members will act as ambassadors to the schools, the community, and the district by observing the following:
 - a. As able, strive to stay connected to schools and their events
 - b. Represent the board and district in the community by receiving input from constituents and partners, and sharing information on district programs and progress

- c. Hold oneself to a high standard of behavior, reflecting open and collaborative discourse, ethical conduct, and speaking responsibly to support students, district, and board
 - d. Serve as an essential interface between the district and the community in support of the district in achieving its mission
 - e. Be open and collaborative as they conduct their work with care
- 6. Board members will assume positive intent while attending to the impact of the board's discourse and actions.
- 7. Board members will communicate proactively and directly with one another in a timely and constructive manner should an issue or problem develop between them, seeking to resolve the matter privately before bringing it to a public meeting. Board members will seek to listen to understand.
- 8. Board members will build collegial connections with each other while adhering to applicable open meeting laws and policies.
- 9. The board views this working agreement document as a team effort and each member has a shared responsibility for holding the group accountable for its governance role and working agreements. As needed, the board chair will remind us of the expectations contained herein.
- 10. The board will have ongoing communication with the superintendent regarding the superintendent's progress towards meeting goals and will annually evaluate the superintendent.
- 11. The board will annually complete a self-assessment in order to continuously improve their governance.

HOW WE OPERATE & MAKE DECISIONS

12. The board will elect officers (chair and vice-chair) for their term at the first meeting in July, and in the first week of the month, if possible.
13. Incoming board members will receive initial orientation by the first meeting in August, which includes a manual with key district information, access to district policies, and board procedures. Each new board member will have orientation meetings with the board secretary, the superintendent, and the board chair. Additionally, each new board member will be assigned a mentor who is an experienced board member.
14. Once a decision is made by the board, members will support the implementation of the decision.
15. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. If it is supported by at least three members of the board it will be referred to the leadership to consider next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information, or an item for future action on an upcoming board meeting agenda. Board leadership will communicate the next steps decided for the proposed topic to the requesting board member. Pending agenda items will be retained in the board's agenda plan.
16. The board will be mindful of the impact of late meetings on community, staff, and board members. The board will observe time limits on agenda items and will adjust the agenda if an item goes overtime. Board leadership will plan agendas to allow board meetings to begin and end on time, and keep staff reports at the beginning of the meeting, when possible. Reports to the board will be succinct, provided ahead of the meeting, with meeting time reserved for questions and explanation. The board will populate its agendas with items that are aligned with the board's governance role and are related to improving student outcomes.
17. Information requests by individual board members that can be expected to require roughly fifteen minutes or more of staff work or resources will be referred by the superintendent to the full board to determine if the request to use resources aligns with board and district priorities.
18. Board members will coordinate with the superintendent and alert the building administrator before visiting a school, except in the cases of routine parental visits, scheduled volunteer shifts, or in a professional, non-district role.
19. Board members will respect the superintendent's responsibility to manage the school district and to direct employees in district and school matters. Therefore, when questions or concerns are brought to a board member relative to district staff or operations, those concerns will be referred to the superintendent for follow-up.
20. Board members will give careful consideration, listening to all perspectives, to all issues brought to the board by community members, groups, and district leadership prior to making

a decision. The board will consider equity and use an equity lens in its decision-making processes.

HOW WE COMMUNICATE

21. Board communications intended for staff should be sent only to the superintendent who will be accountable to the board for follow-up.
22. Members will refrain from using personal electronic devices during meetings except for emergencies or limited operational needs. The expectation is that board members will be fully engaged in board meetings.
23. The chair will respond to group emails sent to the board. With notification to the whole board, the board chair can delegate this responsibility to the vice chair or other board member.
24. The board will refrain from dialogues with the public via social media on official school matters.
25. Board members will be mindful that their actions and communications with the public reflect upon the board and district as a whole.
26. The board will actively seek and value the professional opinions of school district staff, ensuring their expertise informs board decisions. However, board members will refrain from involving staff in board conflicts or expecting them to take sides in governance matters.
27. Board members will communicate directly with the superintendent and or the board chair prior to meetings of the board to address questions or concerns about agenda items.

GOVERNING LAW AND POLICY DOCUMENTS

Robert's Rules of Order- <https://osba.org/roberts-rules-simplified->

Board Policy Sections A and B found at- <https://policy.osba.org/eugene/>

List of Board Committees

Role of Student Representatives (Board Policy BCBA)

Oregon Public Meeting Laws ORS 192.610-690 found at: Law can be found at-

https://www.oregonlegislature.gov/bills_laws/ors/ors192.html

Superintendent - Board Communication: