

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, May 27, 2026

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

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

**6:00 PM
Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Public Comment
Up to five (5) community members are invited to speak focused on a consent, action, future action, or information agenda topic below. Individual speakers are limited to 3 minutes and cannot give their time to another speaker.

Speakers may offer objective comments or criticism about the meeting agenda topics listed below.
- V. Comments by Employee Groups
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
 - EEA (Eugene Education Association)
 - OSEA (Oregon School Employees Association)
 - MAPS (Managers, Administrators, Professionals & Supervisors)
- VI. **Consent Group — Items for Action**
 - 1. Approve DRAFT Meeting Minutes for: 3
May 13, 2026 Regular Board Meeting
 - 2. Approve Bond Project – Multi-Site HVAC Improvements Phase II 16
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 - 3. Approve Bond Project – Willagillespie Elementary School Roofing 17
Presenter: Ryan Spain, Director of Facilities
 - 4. Approve Routine Personnel Actions 18
Presenter: Brooke Wagner, Assistant Superintendent for Support Services

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	1. Receive The 4J Summer Learning Programs 2026 Presentation Presenter: Casandra Kamens, Curriculum Administrator	20
	2. Receive The Special Education Parent Advisory Council (SEPAC) Presentation Presenters: Seth Pfaefflin, Director of Student Services SEPAC Parents: Jeni Canaday, Kath Sterbank, Lesli Harmon, Tanya McNeill, Justine Carpenter, Sophie Spinelle, Katie Buss, Chelsea Clinton, Matie Trewe, Megan Miller	28
VIII.	Items for Action	
	1. Adopt Resolution 2027-01 Adopting the 2026-27 Budget, Making Appropriations, Imposing and Categorizing Taxes Presenter: Miriam Mickelson, Superintendent	37
	2. Approve Next Steps for Collective Bargaining Presenters: Tom Di Liberto, Board Chair and Ericka Thessen, Vice Chair	51
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IX.	Items for Action at a Future Meeting	
	1. Adopt Resolution #2025-26-11 for Supplemental Budget No. 1, Making Appropriations for the 2025-26 Fiscal Year Presenter: Bob Blyth, Associate Director of Finance	53
	2. Approve Amendments to the 2026-2027 School Year Calendar Presenter: Brooke Wagner, Assistant Superintendent for Administrative Services	56
	3. Consider for Approval Revisions to Policy FF–Naming Schools, Programs and Properties Presenter: Carmen Xiomara Urbina, Chief of Staff	58
X.	Consider Board Requests for Agenda Items or Information	
XI.	Adjourn Work Session	

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

May 27, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- May 13, 2026 Regular Board Meeting

Background:

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

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

Date: May 13, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on May 8, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel
Bob Blyth, Assistant Director of Finance
Kevin Gordon, César Chávez Elementary School Principal
Mike Yocum, Roosevelt Middle School Principal
Jeff Johnson, Director of Elementary Education
Sebastian Bolden, Director of Secondary Education
Steve Shininger, Network Services Manager
Kate Marrone, Director of Human Resources
Kelly McIver, Director of Communications
Brooke Wagner, Assistant Superintendent for Administrative Services (online)
Oscar Loureiro, Director of Research and Planning
Jackie Garcia Villa, Executive Assistant to the Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Katheryn Hehman, International High School
Deeya Patel, South Eugene High School
Josiah Mckinley, North Eugene High School

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Jamie Myers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President

MEDIA:

KRVM
Register Guard (online)
Lookout Eugene-Springfield

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

Chair Di Liberto called the Eugene School District 4J Board of Director’s (BOD) regular meeting to order at 6:01 p.m. He said the names of the members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto opened with a recognition of Teacher Appreciation Week – May 4-8, 2026. He acknowledged the timing of the week alongside difficult budget cuts. He pleaded that Oregon leaders should fully fund and stabilize education. He thanked Eugene School District 4J educators.

Chair Di Liberto acknowledged the passing of former 4J educator and Eugene Education Association (EEA) President Paul Duchin and spoke about Duchin’s influence in the community.

III. AGENDA APPROVAL

Vice Chair Thessen suggested moving the Superintendent Evaluation from Items for Information to Items for Action. There were no objections.

Chair Di Liberto suggested adding an additional item to the Consent Agenda – to designate an additional deputy clerk and budget officer for the remainder of the current fiscal year. There were no objections.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Miriam Mickelson announced that Oregon School Employees

Association (OSEA) Chapter 1 is hosting a free Reading Opens the World Book Drive and Literacy Fair at North Eugene High School on Saturday, May 30, 2026, from 10:00 a.m. to 2:00 p.m.

She mentioned that this school year the district piloted an electronic hall pass program at district high schools; after deliberation and a review of data, the program will be sunsetting.

Superintendent Mickelson introduced César Chávez Elementary School and Roosevelt Middle School principals and students for a musical performance.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Deeya Patel, South Eugene Student Representative, reported that their Red Cross Club was honored as the Most Influential Red Cross Club in the region. She said students are feeling the stress of exams, citing scheduling issues and urging the district to work with principals to develop more coordinated final exam schedules. She addressed district budget cuts and urged clear communication with the student body.

Katheryn Hehman, International High School (IHS) Student Representative, reported that exams are currently taking place. She reported higher retainment at IHS and lower withdrawal rates. She said the annual IHS Celebration is happening on Wednesday, May 20, 2026. Ms. Hehman noted that their school recently drafted an Artificial Intelligence (AI) Policy.

Josiah Mckinley, North Eugene High School Student Representative, reported on student achievements, upcoming events, successes, and challenges. He mentioned the dedication and perseverance of IB students and honored educators during Teacher Appreciation Week. He announced that the musical, Fiddler on the Roof, opens on Thursday, May 21, 2026. He highlighted music educator Mr. Farnell and challenged the district's decision to reduce his position from full-time to half-time. Mr. Mckinley said that a Disc Golf Extravaganza is happening on Saturday, May 16, 2026, Senior Awards Night is on Wednesday, May 27, 2026, and the Pride Festival is on Friday, May 29, 2026.

Sheridan Schilling, Churchill High School Student Representative, reported that spring sports and performances are going very well. She reflected on her service as a Student Representative – culminating in attendance at more than 40 school board meetings. She provided a final statement for district leadership, emphasizing the importance of excellence, education, and democracy.

VI. CONDUCT A PUBLIC HEARING ON THE PROPOSED 2025-26 BUDGET

This hearing is on the 2026-27 budget as approved by the Budget Committee on May 6, 2026. Notice of this budget hearing and the 2026-27 budget totals were published in the Eugene Weekly on May 7, 2026. There will be a total of 30 minutes of public comment regarding the 2026-27 budget.

Chair Di Liberto opened the public hearing at 6:45 p.m.

Ethan Tibbs provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. He mentioned that he is an elementary-level Teacher Librarian who is being reassigned to two different elementary schools.

Curtis Czarniak provided neutral testimony related to proposed budget cuts, encouraging all parties to keep the best interests of students in mind during the decision-making process.

Jenni Wilmot provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, library services, and behavioral support. She described the importance of consistent educator-student relationships, especially for neurodivergent children. She cautioned against the use of itinerant staff.

Kerry Patton provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. She described the importance of maintaining educator-student relationships, of teacher retention, and music and arts programming.

Anna Nothum provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, library services and behavioral support. She shared her perspective as the parent of an elementary school student. Ms. Nothum highlighted the positive impact of the Check In/Check Out Program. She urged collaboration with educators and support specialists.

Jenny Jackson provided testimony in opposition to proposed budget cuts, specifically reductions impacting the Integrated Outdoor Program (IOP) at South Eugene High School. She shared her perspective as an educator for IOP, including its long history, positive impact, and crucial role for underserved students. She stated that for some students, IOP is their only path to graduation. Ms. Jackson read aloud student testimonials.

Amy Page provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. She shared her perspective as a district librarian and challenged the current plan to displace or move a large percentage of librarians. She requested that the Human Resources department formally accept the collaborative librarian replacement proposal.

Shira Fadeley provided testimony in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. She highlighted the benefits that elementary school specialists have on building culture. She cautioned against the use of itinerant staff.

Neena Bauer provided testimony in opposition to proposed budget cuts, specifically reductions impacting the South Eugene High School performing arts department. She shared her perspective as the grandparent of a theater arts student.

Chair Di Liberto closed the public hearing at 7:17 p.m.

VII. ITEMS RAISED BY THE AUDIENCE

Britni D'Eliso, 4J parent, provided comments in opposition to proposed budget cuts, specifically changes impacting physical education and music education. She shared her perspective as the parent of an elementary school student, highlighting the importance of maintaining educator-student relationships.

Katrina Allen, 4J specialist, provided comments in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. She shared her perspective as a specialist. She urged collaboration and centering students in the decision-making process.

Joel Korin provided comments in opposition to the barring of Dr. Johnny Lake from 4J property and the elimination of his "Through the Eyes of a Child" program districtwide. He shared his perspective, highlighting the positive impact of Dr. Lake's influence, and challenging the district's decision.

Rowan Madar provided comments in opposition to proposed budget cuts, specifically reductions impacting the Integrated Outdoor Program (IOP) at South Eugene High School. He shared his perspective as a Student Leader for IOP, emphasizing how colossal the impact will be on the current and future student body.

Poppy Yznaga and two other Willagillespie Elementary School students (Emma and Avery), provided comments in opposition to proposed budget cuts, specifically changes impacting music education. They urged reconsidering staff and specialist reassignments.

Max Karson provided comments related to 4J public records and transparency policies. He described challenges accessing information pertaining to educational curriculum. He referenced an email he received from the 4J public records department.

Ibrahim Coulibaly provided comments in opposition to the barring of Dr. Johnny Lake from 4J property. He offered his perspective of the incident and challenged the allegation. Mr. Coulibaly encouraged launching an investigation into the matter.

Emily Gilkey Palmer, school librarian, provided comments in opposition to proposed budget cuts, specifically changes impacting physical education, music education, and library services. She shared her perspective as a librarian who will be impacted by proposed changes, describing the intricacies of her role. She cautioned that proposed changes will impact students.

Jenoge Khatter (online), 4J specialist, provided comments related to school name changes. He stated his general support for school name changes and recommended making the financial impact and decision-making rubric public. He noted the following: of the 18 district schools bearing a person's name, 94% are named after men and 94% are named after white individuals, reinforcing a pattern whereby women and people of color are not recognized. He said schools should reflect the full community they serve. Mr. Khatter also echoed comments opposing proposed reductions impacting the Integrated Outdoor Program (IOP) at South Eugene High School.

VIII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President provided comments. Her comments centered on collectively addressing the state's education funding structure, the upcoming Book Drive at North Eugene High School, and employee matters related to the budget reduction process. Regarding bumping charts, she said her organization learned that HR uses a process that is not defined in contract. She voiced OSEA concerns related to the RIF process including, but not limited to, seniority status. She listed specific requests on behalf of OSEA members – with a focus on deeply reviewing the system with fidelity and transparency. In closing, OSEA members presented a colorful paper chain, each link representing the daily average so far this school year of 1,027 non-reimbursable meals that will not be served next school year.

David Wines, Eugene Education Association (EEA) Vice President, provided a statement honoring former EEA President Paul Duchin. Regarding budget cuts, Mr. Wines urged leadership to give space for making thoughtful, student-centered adjustments. He cited unintended consequences from recent decisions impacting elementary counselors, physical education, music education, and library services. He expressed concern about counselor-to-student ratios and challenged district transparency. Mr. Wines advocated for PE and music education and said the cuts should justify the savings.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT BOARD MEETING MINUTES FOR: APRIL 29, 2026 BOARD WORK SESSION

There was no discussion.

2. APPROVE BOND PROJECT – CHARLEMAGNE ELEMENTARY SCHOOL ROOFING

There was no discussion.

3. RESOLUTION NO. 2025-26-10 – DESIGNATE THE ASSOCIATE FINANCE DIRECTOR AS AN ADDITIONAL DEPUTY CLERK AND 4J BUDGET OFFICER FOR REMAINDER OF CURRENT FISCAL YEAR

There was no discussion.

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

X. ITEMS FOR INFORMATION

1. RECEIVE AN UPDATE REGARDING CÉSAR CHÁVEZ ELEMENTARY SCHOOL NAMING REVIEW

Chief of Staff Carmen Xiomara Urbina provided information about the César Chávez Elementary School naming review.

Ms. Urbina said that following April 15, 2026, district staff worked collaboratively with leadership on a focused engagement process centered on the César Chávez Elementary School community. A survey was launched on May 5, 2026. A preliminary sub-committee reviewed initial input and discussed the broader questions and complexities surrounding a potential renaming process. A listening session was held on May 11, 2026.

Ms. Urbina said that a preliminary finding update is currently being developed and will be shared with the BOD at a later date. At this time, no formal renaming process has been identified.

XI. ITEMS FOR ACTION

1. APPROVE COLLECTIVE BARGAINING AGREEMENT WITH EUGENE EDUCATION ASSOCIATION CONCERNING GUEST TEACHERS (EAST)

Kate Marrone, Director of Human Resources recommended approving the Collective Bargaining Agreement with Eugene Education Association Concerning Guest Teachers (EAST).

MOTION: Vice Chair Thessen moved to approve the Collective Bargaining Agreement with Eugene Education Association Concerning Guest Teachers (EAST). Ms. Jonak 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. SET THE DATE FOR THE JUNE BOARD PLANNING/HOUSEKEEPING MEETING

The BOD discussed setting a date for the June Board planning/housekeeping meeting. They set a tentative date of Monday, June 22, 2026.

MOTION: Vice Chair Thessen moved that the Board schedule a BOD planning work session on Monday, June 22, to discuss and review board procedure changes that have been made in the past year, pending Board member confirmation. 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.

3. APPROVE THE SUPERINTENDENT’S ANNUAL EVALUATION

Chair Di Liberto presented the superintendent’s annual evaluation for approval. He read a statement aloud, expressing favor of Superintendent Mickelson’s leadership during the school year.

MOTION: Vice Chair Thessen moved to approve the superintendent’s annual evaluation for the 2025-26 school year, as discussed in executive session, and authorize the Board Chair to finalize and sign the evaluation document on behalf of the Board. 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.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER ADOPTING RESOLUTION 2027-01 ADOPTING THE 2026-27 BUDGET, MAKING APPROPRIATIONS, IMPOSING AND CATEGORIZING TAXES

Superintendent Mickelson, Associate Director of Finance Bob Blyth, Assistant Superintendent of Administrative Services Brooke Wagner, Human Resources Director Kate Marrone, Director of Secondary Education Sebastian Bolden, Director of Elementary Education Jeff Johnson, and Ms. Urbina presented information regarding Resolution 2027-01 Adopting the 2026-27 Budget, Making Appropriations, Imposing And Categorizing Taxes via PowerPoint presentation.

Superintendent Mickelson briefly presented a timeline for the budget process. She outlined budget reduction values, considerations, and priorities.

She outlined budgetary requirements and pressures:

- Balanced budget as required by state law but structural deficit exists
- Board policy requires 3% contingency and 2% unappropriated of total operating expenditures
- Enrollment declining faster than state decline rate
- One-time funds used to fund staffing have ended but staffing have been sustained
- Inadequate state and federal funding to fully meet complex student needs
- Unfunded mandates

She said the factors create a fiscal environment that requires ongoing adjustments and long-term strategic planning.

Mr. Blyth outlined tax rates:

- General Fund tax rate: \$4.7485 per \$1,000 assessed valuation of the district

- Local Option Levy tax rate: \$1.50 per \$1,000 of assessed valuation of the district
- Debt Service tax levy: \$37,385,792

He outlined General Fund 2026-27:

- Beginning Balance: \$18,120,000
- Transfer in: \$12,900,000
- Misc. revenue: \$12,814,200
- Local Option Levy: \$27,834,100
- Local revenue: \$96,927,800
- State School Fund: \$121,022,700
- **Total Resources: \$289,618,800**
- Salaries and benefits: \$236,879,274
- Materials and services: \$36,412,708
- Transfers-out: \$1,700,000
- Contingency: \$8,876,818
- Unappropriated: \$5,750,000
- **Total Requirements: \$289,618,800**

Mr. Blyth summarized Funds Totals:

- General Fund (100): \$289,618,800
- Special Purpose (200s): \$58,217,404
- Debt Service (300s): \$56,166,000
- Capital Funds (400s): \$73,199,734
- Insurance Reserves (600s): \$54,546,000
- Private Trust (700s): \$170,000
- Other Funds Total: \$242,299,138

Ms. Wagner outlined 2026-27 staffing (i.e. positions that will continue).

Ms. Marrone presented information related to questions asked at a previous meeting:

- MAPS reductions
 - Total FTE reduced: 31.85 (up to 32 approved by the Board)
 - 21 positions eliminated
 - Resulted in either staff bumping into another position or layoff
 - 10 staff retired or resigned
 - 8 staff reassigned to other positions
 - 11 vacant positions were eliminated
 - 9 staff laid off

- Elementary Specialists – Percentage of staff retained in at least one original location:
 - Music: 10/17 staff members = 59%
 - PE: 12/16 staff members = 75%
 - Librarians: 2/10 staff members = 20%

Ms. Wagner presented a table depicting grant funding shifts in 2026-27.

Mr. Johnson provided an update on Camas Ridge and Family School co-location transition:

- Transition team recommendation
- Classroom assignments and building utilization for 2026-27
- Reviewing and co-creating building-wide expectations
- Community building opportunities
 - May 2
 - June 9
- June meetings
- Group leadership will transition to incoming principal Carlos Sequeira

Mr. Bolden presented Budget Reduction and RIF updates for Eugene Online Academy (EOA) in 2026-27, including:

- Clarifying the mission and purpose of EOA
- Reimagining course design, progression, and credit recovery
- Ensuring student-centered access, referral and placement practices
- Evaluating middle school alternative programming and system capacity

Ms. Urbina presented systemwide facilitation and alignment underway:

- Major facilitation efforts:
 - Multilingual learner systems alignment framework
 - Equity, Inclusion, and Belonging Action Plan
 - “Uncensored Data” ThoughtExchange
 - Instructional framework refinement
 - MTSS and SB141 alignment work
 - EOA redesign facilitation
 - Student Services think tank
 - HR and Financial Services calibration work
- Current areas of Focus:
 - **Finer details provided in the PowerPoint presentation*
 - Instruction and learning
 - Student Support
 - HR and Operations

Superintendent Mickelson outlined Budget Work Ahead:

- Systematically assess reduction decisions in the fall and make adjustments within budget constraints as needed
- Communicate a clear plan and timeline for future budget reductions and adjustments
- Strengthen forecasting, staffing position controls, and financial monitoring systems

She announced that anticipated budget adoption is scheduled for the BOD meeting on Wednesday, May 27, 2026.

Superintendent Mickelson and staff responded to questions and comments from the BOD.

Ms. Jonak requested further details about savings related to reductions in FTE impacting PE, music, and library services, suggesting that the cost might not justify the savings.

Ms. Wagner said they can follow up with more information.

Responding to a question from Ms. Jonak about Nutrition Services, Superintendent Mickelson mentioned that district leadership is evaluating input regarding a new system for paying for seconds prior to next school year.

Ms. Newman raised the topic of potentially collaborating with district specialists and employee groups regarding budgetary decisions. She referenced public testimony.

Responding to inquiries from Ms. Rabasa, Mr. Blyth said he will work to report solid numbers back to the Board.

Responding to inquiries from Ms. Rabasa, staff said they will provide further details about allocations for itinerant staff travel time.

Ms. Rabasa raised the challenge of aligning instruction scheduling given the proposed changes.

Ms. Munro and Ms. Newman shared final reflections, thanking the community for their engagement and recognizing staff for their work throughout the budget process.

2. APPROVE FOR ADOPTION THE BOARD MEETING CALENDAR FOR THE 2026-27 SCHOOL YEAR

Superintendent Mickelson briefly presented a first read of the Board meeting calendar draft for the 2026-27 school year. She noted suggested amendments.

XIII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Thessen reported attending a Lane ESD meeting on Monday, May 11, 2026. She announced that Lane ESD is holding their Youth Voice Summit on Thursday, May

28, 2026. She also chaperoned Pink Party (middle school) Pink Prom (high school) and commented on its success.

Ms. Newman provided an update on the Eugene Education Foundation (EEF) grant review process. She reported attending a Kids in Transition to Kindergarten (KITS) meeting.

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

There were none.

XV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 9:49 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

May 27, 2026

Title:

Bond Project – Multi-Site HVAC Improvements Phase II

Presenter:

Ryan Spain – Director of Facilities

Background:

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. The district is moving forward with installing air conditioning in schools without it. Adams, previously approved, is now complete. Gilham Elementary and Phase I improvements (Buena Vista, Charlemagne, Spring Creek, Willagillespie, and Twin Oaks), previously approved, are currently underway. This request is for Phase II including HVAC improvements at Edgewood and McCornack Elementary Schools, Kelly, Monroe, and Kennedy Middle Schools. While not all areas of each building will be cooled, the focus is on student-based learning spaces such as classrooms. Some exterior construction work will be coordinated during the school year, with efforts to minimize classroom impacts and reserve interior work for non-student times.

Budget/Resource Implications:

This purchase includes all labor and materials for the Multi-Site HVAC Improvements Phase II at Edgewood and McCornack Elementary Schools, Kelly, Kennedy, and Monroe Middle Schools and will be funded from available General Obligation Bond funds. Multiple bids were received and the recommended award is to Umpqua Sheet Metal Inc. for \$4,723,500.

Recommendation:

The superintendent recommends the award to Umpqua Sheet Metal Inc. for the Multi-Site HVAC Improvements Phase II in the amount of \$4,723,500 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

May 27, 2026

Title:

Bond Project – Willagillespie Elementary School Roofing

Presenter:

Ryan Spain, Director of Facilities

Background:

As building roofs reach the end of their useful life, Facilities schedules replacement roofs to protect and extend the useful life of the district's assets. These projects are paid for through available General Obligation Bond funds. Sections of the Willagillespie Elementary School roof are due for replacement. Replacement work has been scheduled for the summer of 2026.

Budget/Resource Implications:

Multiple bids were received. The successful bid by 2G Construction was \$629,835 and will be funded from available General Obligation Bond funds.

Recommendation:

The superintendent recommends the award to 2G Construction for the Willagillespie Elementary School's roofing project in the amount of \$629,835 funded from available General Obligation Bond funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

May 27, 2026

Title

Approve Routine Personnel Actions

Presenter

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

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2025-26 school year:***

None.

- 2. Approve the employment of the licensed employees listed below for the 2025-26 school year:***

None.

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

Employee ID	Reason	Effective Date
163694	Resignation	06/30/2026
166258	Retirement	07/01/2026

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

Employee ID	Reason	Effective Date
167138	Resignation	06/15/2026
166953	Resignation	06/15/2026
163679	Resignation	06/15/2026
170956	Resignation	06/15/2026
162119	Resignation	06/15/2026

165165	Resignation	06/15/2026
172502	Resignation	06/15/2026
164805	Resignation	06/15/2026
166076	Resignation	06/15/2026
136392	Retirement	07/01/2026
167234	Retirement	08/01/2026



ITEM FOR INFORMATION

Date of Meeting:

May 27, 2026

Title:

Receive The 4J Summer Learning Programs 2026 Presentation

Presenter:

Casandra Kamens, Curriculum Administrator

Background:

The Board will receive a presentation of the summer learning programs to be offered by the school district for summer 2026.

Summer Programs:

- **Summer Enrichment & Academic Learning (S.E.A.L)**
Funded through \$500,000 State Summer Learning Grant
- **Kids In Transition to School (KITS)**
Funded through Comprehensive Literacy State Development and United Way Grants
- **Extended School Year (ESY)**
Funded through Individuals with Disabilities Education Act (IDEA) Federal Funds
- **Middle School Bridge**
Funded through Student Investment Account (SIA)
- **High School Bridge**
Funded through High School Success (HSS)
- **High School Credit Recovery**
Funded through High School Success (HSS)



2026

**Summer²¹
Learning**

Programs





SEAL
Summer Enrichment
and Academic
Learning



Middle School Bridge

KITS
Kids in Transition to
School



ESY
Extended School
Year



High School
Credit Recovery

High School Bridge



Summer Enrichment & Academic Learning

Funded through \$500,000 State Summer Learning Grant
3 Years of funding starting this summer

- 350 Students
- 1 teacher, 1 EA per classroom
- Music, PE
- 18 days, 5.5 hours/day
- Community Partners: Lane Arts Council, SMART Reading, School Garden Project, National Inventors Hall of Fame
- Increased focus on literacy



Purpose:

- Build relationships
- Spark joy
- Deepen Curiosity
- Promote academic learning and growth



KITS

KITS (Kids in Transition to School) is an evidence-based school readiness program developed at the Oregon Social Learning Center.

During the summer before kindergarten, the program builds children's academic, self-regulation, and social skills and supports parents in using positive strategies to support learning at home and school

Funded through CLSD and United Way Grant

- 60 Students
- 3 Classrooms
- Each Classroom this year:
 - 18-20 Students
 - 1 Lead Educator
 - 3 Supporting Staff
- Focus on school routines, early literacy and social skills development.
- Weekly parent group helps build community, connection and skills!



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"In KITS they are teaching how to make friends. They role play on what to do in certain situations. It helped my daughter to open up more and not be afraid of making friends."

- Parent of KITS student

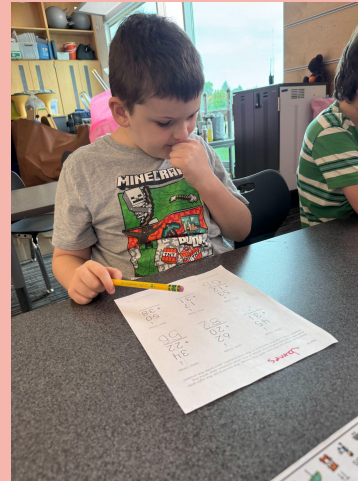
ESY - Extended School Year

- 75** students (K - 18+)
- 36** hours of instruction (working on specific IEP goals) for each student

Turn-taking and reciprocal play are two skills that are fundamental to many others.



ESY is a great opportunity to focus on specific academic skills that have shown regression.



Middle School Bridge

Funded through SIA

- 12 Hours over 4 days
- 15-30 students per middle school
- Focus on students who would benefit the most from transition support.
- Introduce students to the school environment
- Build initial comfort and familiarity
- Foster early relationship connection



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High School Bridge

Funded through High School Success

- 15 Hours over 5 days
- 70 incoming 9th grade students per high school
- Students are led through a variety of activities designed to build community, familiarize students with the campus and introduce them to key staff and Peer Navigators.

High School Credit Recovery

Funded through High School Success

- In person classes
- 4 core subject areas available
- 13 classes available
- 3 sessions two weeks each
- Morning and afternoon
- Available to all current high school students on a rolling registration by grade level

Pre-Session	Session 1 July 6 - 17		Session 2 July 20 - 31		Session 3 Aug 3 - 14	
All Day	AM - ECCO	PM - ECCO	AM - ECCO	PM - ECCO	AM - NEHS	PM - NEHS
SC - Summer Forestry Immersion	SS - Oregon Stories: A local history of the Willamette Valley and beyond	LA - Reading the Modern Graphic Novel	LA, SC, MA - Environmental Justice	MA - Geometry: Golf Course	LA - True Crime in Media	LA - Children's Books as Literature 27
	LA - Science Fiction Literature and Film	LA - Shakespeare's comedy "Twelfth Night" Through Text and Film	SC - Biology: Field to Lab		SC - Summer horticulture, gardening, and aquaponics	SC - Introduction to Chemistry
		MA - Alg: Skatepark Design				



ITEM FOR INFORMATION

Date of Meeting:

May 27, 2026

Title:

Receive The Special Education Parent Advisory Council (SEPAC) Presentation

Presenters:

Seth Pfaefflin, Director for Student Services

SEPAC Parents: Jeni Canaday, Kath Sterbank, Lesli Harmon, Tanya McNeill, Justine Carpenter, Sophie Spinelle, Katie Buss, Chelsea Clinton, Matie Trewe, Megan Miller

Background:

Our 4J Special Education Parent Advisory Council (SEPAC) was launched in Fall 2024, so they now have two years of experience working together as a special education council to the district. SEPAC meets once a month and brings together 10 parent representatives from elementary, middle, and high school levels to provide candid feedback and partnership on district special education proposals and initiatives. Their input has significantly informed the development and implementation of the May 2025 Special Education Board Resolution and the subsequent implementation of school-based Inclusion and Accessibility Plans.

SEPAC acts as an Advisory Council for the district. We share data, proposals, initiatives and special education problems of practice with them. They share their feedback, ideas, and parent perspectives. Trust is central to our work together: we are transparent to our SEPAC parents, and ask them to be candid, collaborative and honest in sharing their thoughts with us.

In the SEPAC Parent Presentation, you will hear parents share their thoughts about the following topics:

- 1) Inclusion, including subtopics relating to district vision, building culture, universal design for learning, Life Skills segregation and programming, and transitions between levels.
- 2) Staffing, hiring, and training; including subtopics relating to staff performance reviews (staff evaluations including emphasis on inclusive practices and effectively serving students with disabilities), accountability, and student drop-out/push-out issues.
- 3) Behaviorism, emphasis on using the Collaborative Problem Solving methodology, behavioral interventions vs mental health supports, and related professional development components.

We will also leave time for Q&A, and our parents would love to have some interactive discussions together!

SEPAC

Parent Presentation

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SEPAC Parents
&
Seth Pfaefflin, Student Services Director

5/27/2026

What is the 4J SEPAC?

Our Special Education Parent Advisory Council was first launched in Fall 2024, and we are now finishing our second year of working together.

There are 10 parent members who represent students with disabilities at elementary, middle, and high school levels, and across the range of disabilities³⁰ experienced by our students.

We just finished a round of district parents applying to join SEPAC, and we are welcoming those new SEPAC members soon!

SEPAC meets on the first Tuesday of each month, from 5pm to 6:30pm. Board members are invited to join us at any of these SEPAC meetings.

SEPAC is an Advisory Council

We share data, proposals, initiatives and problems of practice with them.

They can share their feedback, ideas, and parent perspectives.

Trust is central to this:

We are transparent to our parents about our district issues and our ideas or strategies to address them.

They are candid, collaborative and honest in sharing their thoughts to us.

They significantly help us to improve special education services and inclusion in Eugene School District 4J.

Examples of SEPAC monthly meeting topics

Special Education Resolution (Board approved in May 2025)

Parent Welcome Packet

Inclusion and Accessibility Plans (Development of Plan Template and review of plans)

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Sensory Friendly Prom/ Event Guidelines

Data Dives

Inclusive Practices

Parent Advocacy and sharing their experiences

Discussion Topic 1: Inclusion of Students with Disabilities

Subtopics include:

Culture of Inclusion (District level and Building level)

Inclusion and Accessibility Plans (Building based)

Universal Design for Learning

Life Skills Segregation and Programming

Transitions between levels (PreK-K, 5th to 6th, 8th to 9th, PG)

Discussion Topic 2: Staffing, Hiring, and Training

Subtopics include:

Staff Evaluations (Emphasizing inclusive practices and effectively supporting students with disabilities)

Accountability for implementing inclusive practices

Student retention (push out, or drop out issues for students with disabilities)

Discussion Topic 3: Behaviorism

Subtopics include:

Collaborative Problem Solving

Behaviorism vs mental health supports

Push out experiences from PBIS based exclusions

Professional Development needs, receptivity, and focal areas

Question and Answer Time



Join the Conversation

Please ask follow-up questions or engage in an interactive discussion with our SEPAC parents.

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A Special Recognition

Thank you for your time tonight, and a **GIANT thank you** to these parents for giving their time and energy to SEPAC for the past two years!



ITEMS FOR ACTION (Second Read)

Date of Meeting:

May 13, 2026

Title:

Adopt Resolution 2027-01 Adopting the 2026-27 Budget, Making Appropriations, Imposing and Categorizing Taxes

Presenter:

Miriam Mickelson, Superintendent

Background:

On May 06, 2026, the Budget Committee approved the Superintendent's Proposed 2026-27 Budget.

Approved Budget

For fiscal year 2026-27, total General Fund resources are projected to be \$289,618,800 while other funds are projected to be \$242,299,138. This represents a total budget of \$531,917,938.

District operating expenditures in the General Fund are projected to be \$274,991,982 with \$8,876,818 in contingency and \$5,750,000 unappropriated. General Fund operating revenues are projected at \$258,598,800 representing a \$16.4 million structural deficit.

The 2026–27 budget represents a strategic realignment of the Eugene School District 4J's fiscal resources with its core mission to prioritize student outcomes, even as the district navigates persistent economic headwinds. A convergence of enrollment decline, constrained revenue growth, escalating operational costs, and an influx of unfunded mandates—compounded by legislative restrictions on revenue enhancement—continues to pressure the District's financial stability.

The Board will adopt tax rates and debt service levy for the General Fund tax at a rate of \$4.7485 per \$1,000 assessed valuation of the district and for the Local Option Levy tax rate of \$1.50 per \$1,000 of assessed valuation of the district and for the Debt Service Fund tax levy of \$37,385,792.

The budget presented here represents a balanced budget under Oregon budget law. The Board may amend the adopted budget within legal limits during the 2026-27 fiscal year.

Options and Alternatives:

The ORS does not provide for any alternatives to this process. After a public hearing, the Board could request limited adjustments in the budget for consideration and adoption at the May 27, 2026 meeting.

Budget/Resource Implications:

A budget must be adopted by June 30, 2026 to provide spending authority and certify to the tax assessor an ad valorem tax rate and debt service levy for the fiscal year beginning July 1, 2026.

Recommendation:

The Superintendent recommends approval of a resolution adopting the 2026-27 budget, making appropriations, and imposing and categorizing taxes at the May 27, 2026 meeting.



RESOLUTION No. 2026-27-01

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED that the Board of Directors of the Eugene School District No. 4J hereby adopts the budget for fiscal year 2026-2027 in the total amount of \$531,917,938. This budget is now on file at the District Finance Office, 200 North Monroe Street, Eugene, OR.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2026 and for the purposes shown below are hereby appropriated as follows:

General Fund (100)	
Instruction	\$ 159,692,887
Support Services	109,544,977
Enterprise & Community Services	814,118
Facilities Acquisition	2,600,000
Debt Service	640,000
Transfers	1,700,000
Contingency	8,876,818
Total	\$ 283,868,800

Debt Service Fund (300s)	
Debt Service	\$ 42,234,000
Total	\$ 42,234,000

Internal Service Fund (600s)	
Support Services	47,784,200
Total	\$ 47,784,200

Special Revenues Fund (200s)	
Instruction	\$ 25,751,399
Support Services	18,587,108
Enterprise & Community Services	9,969,897
Debt Service	59,000
Contingency	3,850,000
Total	\$ 58,217,404

Capital Projects Fund (400s)	
Instruction	\$ 500,000
Support Services	22,341,581
Facilities Acquisition	37,205,153
Debt Service	253,000
Transfers	12,900,000
Total	\$ 73,199,734

Custodial Fund (700s)	
Instruction	\$ 43,000
Enterprise & Community Services	127,000
Total	\$ 170,000

Total Appropriations, All Funds	\$ 505,474,138
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General Fund	\$ 5,750,000
Debt Service Fund	13,932,000
Internal Service Funds	6,761,800
Total Unappropriated and Reserve Amounts	\$ 26,443,800

TOTAL ADOPTED BUDGET	\$ 531,917,938
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2026-2027 Budget Resolution

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2026-2027:

- (1) At the rate of \$4.7485 per \$1,000 of assessed value for permanent rate tax;
- (2) At the rate of \$1.5000 per \$1,000 of assessed value for local option tax; and
- (3) In the amount of \$37,385,792 for debt service on general obligation bonds.

SOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Education Limitation

Permanent Tax\$4.7485 / \$1,000
Local Option Tax.....\$1.5000 / \$1,000

Excluded from Limitation

General Obligation Bond Debt Service\$37,385,792

The above resolution statements were approved and declared adopted on May 27, 2026.

Clerk

Chair of the Board

Budget Presentation 40

Board Meeting | May 27, 2026

Budget Process Roles and Responsibilities

- Superintendent and staff propose the budget
- Budget Committee approves the budget proposal and property tax rate for bonds
- School Board adopts the budget and property tax rates for bonds

Budget Process

- Phased budget reductions (November-February)
- Three Budget Committee meetings
 - April 8, 2026
 - April 22, 2026
 - May 6, 2026 – Budget Committee approval of budget and tax rates
- School Board held a budget public hearing on May 13
- School Board set to take action on the adoption of the 2026-27 budget proposal and tax rate today

Tax Rates

- General Fund tax rate: \$4.7485 per \$1,000 assessed valuation of the district
- Local Option Levy tax rate: \$1.50 per \$1,000 of assessed valuation of the district
- Debt Service Fund tax levy: \$37,385,792

General Fund 2026-27

Beginning balance	\$ 18,120,000
Transfer in	\$ 12,900,000
Misc. revenue	\$ 12,814,200
Local Option Levy	\$ 27,834,100
Local revenue	\$ 96,927,800
State School Fund	\$121,022,700

Total Resources \$289,618,800

Salaries and benefits	\$236,879,274
Materials and services	\$ 36,412,708
Transfers out	\$ 1,700,000
Contingency	\$ 8,876,818
Unappropriated	\$ 5,750,000

Total Requirements \$289,618,800

Funds Totals

General Fund (100) – \$289,618,800

Special Purpose (200s) – \$58,217,404

Debt Service (300s) – \$56,166,000

Capital Funds (400s) – \$73,199,734

Insurance Reserves (600s) – \$54,546,000

Private Trust (700s) – \$170,000

(Other Funds Total - \$242,299,138)

Updates and Questions from Last Meeting

- MAPS vacancies (HR)
- Elementary specialist reassignments
- Staffing adjustment set-aside
- Middle School bell schedule updates
 - Plan supports access to IEP and ELD services
 - Plan supports access to electives

Budget Process Continues Tonight's Meeting

Budget adoption (anticipated)

School Board Work Session
Wednesday, May 27, 2026

6 p.m.

Questions & Discussion

FTE Reductions

Full Time Equivalent = positions, not people

- FTE General Fund reductions in schools
 - Elementary – 22.5 FTE licensed
 - Middle – 25 FTE licensed
 - High – 26.45 FTE licensed
 - Elementary – 3.7 FTE classified
 - Middle – 0 FTE classified
 - High – 3.3 FTE classified

Add other funding sources as per requested by Board

MAPS layoff vs retirement/resignation/vancices

Budget Reduction and RIF Updates

- Reassignments
- Camas/Family School Co-location
- Middle School Bell Schedule
- CTE Offerings in Schools
- EOA
- Departmental Response to Reductions



ITEM FOR ACTION

Date of Meeting:
May 27, 2026

Title:
Approve Next Steps for Collective Bargaining

Presenters: Tom Di Liberto, Board Chair and Ericka Thessen, Vice Chair

Background:
The Board of Directors has expressed interest in engaging in a discussion to clarify its priorities, values, and overall approach to bargaining.

This conversation is intended to occur at the governance level and will help inform the Superintendent and designated bargaining team.

Recommendation:
The superintendent recommends that the Board engage in discussion to clarify their priorities and provide high-level direction to guide preparation for collective bargaining processes.



ITEM FOR ACTION

Date of Meeting:

May 27, 2026

Title: Approve Board Directors Participation in Oregon School Board Association (OSBA) Conferences

Presenter: Tom Di Liberto, Board Chair

Background:

(from [OSBA website](#)) Founded in 1946, OSBA is governed by a member-elected board and serves K-12 public school boards, education service district boards, community college boards, and the State Board of Education.

Through legislative advocacy at state and federal levels, board leadership training, employee management assistance, policy, communications, and legal and financial services, OSBA helps locally elected volunteers fulfill their complex public education roles.

July 2026 | Summer School Session

OSBA has transitioned from its long-running Summer Board Conference to regional Summer School Sessions. OSBA says this change is in response to membership requests for high-quality school board training closer to home. OSBA has two Summer School Sessions planned for this year – *registration is \$275 per person*:

- Friday, July 10, 2026 – 9:00 a.m. – 3:00 p.m. in Redmond at Ridgeview High School
- **Thursday, July 16, 2026 – 9:00 a.m. – 3:00 p.m. in Eugene at Lane Community College**

November 12-14, 2026 | Annual Convention, Portland Marriott Downtown Waterfront

The OSBA Annual Convention is Oregon's premier continuing education program – delivering practical solutions to help school boards and their superintendents improve student learning and achievement. *Registration fees are not yet available. Last year's approximate cost for each 3-day conference was \$1,400 per person.*

Budget/Resource Implications:

The district covers the cost of mileage, lodging, registration, and per diem (a set rate for meals minus meals provided at the conference) for board directors who choose to attend OSBA Conferences when such attendance has been approved by the board, per Policy [BHD–Board Member Compensation and Expense Reimbursement](#).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 27, 2025

Title

Adopt Resolution #2025-26-11 for Supplemental Budget No. 1, Making Appropriations for the 2025-26 Fiscal Year

Presenter

Bob Blyth, Associate Director of Finance

Background

A supplemental budget is most often required when new appropriation authority is needed. Although a supplemental budget is usually associated with the expenditure of new appropriations, it can also be used for other purposes, such as when transferring appropriation authority to a function level category that does not exist in the adopted budget. The district must spend within these appropriation categories in each fund. Supplemental budgets apply only through the end of the fiscal year in which they are adopted.

Oregon Revised Statute (ORS) 294.471(1)(a) allows the school district to prepare a supplemental budget if “an occurrence or condition that was not known at the time the budget was prepared requires a change in financial planning and when unexpected funds are made available by another unit of federal, state or local government.”

In addition, ORS 294.463 allows the school district to transfer appropriation authority from one fund to another or between appropriation categories within the same fund. A transfer of appropriation authority is a decrease of one existing appropriation and a corresponding increase of another existing appropriation, with no net change in the total appropriations.

Discussion

GENERAL FUND

Financial reporting guidelines require recognition of principal and interest payments related to certain leases and information technology subscription purchases. To properly record these transactions, the district must use the Debt Service function level appropriations. This item transfers \$300,000 in appropriation authority from the Facilities Acquisition and Construction function level, where the initial expenditure budget is recorded, to the Debt Service function level for these transactions. An additional item transfers \$150,000 in appropriations to the Enterprise and Community Service function level from the Support Services function level to record childcare related staffing expense.

SPECIAL REVENUE FUNDS

Two new sources of revenue were received during the fiscal year including the Comprehensive Literacy State Development (CLSD) grant and State School Fund (SSF) Federal Fire Fees.

The CLSD grant is an Elementary and Secondary Education Act (ESEA) federally funded Oregon Department of Education (ODE) competitive grant awarded to Oregon school districts to improve the literacy outcomes of children from birth through 12th grade. The district received this five-year award in August 2025 with the first-year amount equaling \$641,913.

The State School Fund (SSF) Federal Fire Fees is a reimbursement from ODE for funds that were incorrectly withheld from the district. This occurred as a result of ODE including Federal Forest Fees paid

to the district via Lane County as local revenue in the SSF grant calculation. These Federal Forest Fees were received by the district in fiscal years 2017-18, 2018-19 and 2019-20 and the miscalculation resulted in reduced SSF payments in each of these fiscal years. Approximately \$647,000 of the SSF Federal Fire Fee are being used to cover the gap from the Student Investment Account and High School Success grants funding shortfall.

In addition, financial reporting guidelines require recognition of principal and interest payments related to certain leases and information technology subscription purchases. To properly record these transactions, the district must use the Debt Service function level appropriations. This item transfers \$200,000 in appropriation authority from the Facilities Acquisition and Construction function level, where the initial expenditure budget is recorded, to the Debt Service function level for these transactions.

INTERNAL SERVICE FUNDS

The district is recognizing a higher-than-expected ending fund balance from fiscal year 2024-25 and increasing appropriations within our Risk Insurance and Insurance Reserve Funds by \$4,200,000 to cover cost increases in unemployment, liability insurance and health insurance that are higher than originally anticipated when creating the budget.

Recommendation(s)

The superintendent recommends the Board adopt Resolution #2025-26-11, approving this supplemental budget, recognizing the change in resources, and authorizing spending as described to support district operations.



Resolution No. 2025-26-11

**SUPPLEMENTAL BUDGET #1
 IN THE 2025-26 FISCAL YEAR**

The Board of Directors of Eugene School District 4J finds that Adopting the Supplemental Budget and Making Appropriations is necessary under ORS 294.471.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Eugene School District 4J, as follows:

That the Supplemental Budget No.1 for Eugene School District 4J, for the fiscal year beginning July 1, 2025, and ending June 30, 2026, as set forth below is hereby adopted.

That this Supplemental Budget is prepared in accordance with ORS 294.471(1)(a), which authorizes the formulation of a supplemental budget resulting from "an occurrence or condition that is not ascertained when preparing the original budget or a previous supplemental budget for the current year or current budget period and that requires a change in financial planning." This Supplemental Budget was published in accordance with ORS 294.471(3)(b).

That this resolution complies with ORS 294.471(4) and does not authorize an increase in the levy of property taxes above the amount published in the 2025-26 Adopted Budget for the fiscal year beginning July 1, 2025, and that the purposes shown below are hereby appropriated as follows:

	Adopted Budget Resolution #2026-01 May 21, 2025	Changes	As Revised June 3, 2026
GENERAL FUND			
Instruction	\$ 161,605,883	-	\$ 161,605,883
Supporting Services	110,744,721	(150,000)	110,594,721
Enterprise and Community Services	382,725	150,000	532,725
Facilities Acquisition and Construction	1,000,000	(300,000)	700,000
Other Uses:			
Debt Service	366,000	300,000	666,000
Transfers of Funds	5,215,561	-	5,215,561
Operating Contingency	8,118,077	-	8,118,077
Total General Fund Appropriations	\$ 287,432,967	\$ -	\$ 287,432,967
Unappropriated Balance	10,956,033	-	10,956,033
Total General Fund Requirements	\$ 298,389,000	\$ -	\$ 298,389,000
SPECIAL REVENUE FUNDS			
Instruction	\$ 27,049,010	\$ 641,913	\$ 27,690,923
Supporting Services	18,297,148	647,000	18,944,148
Enterprise and Community Services	13,552,332	-	13,552,332
Facilities Acquisition and Construction	600,000	(200,000)	400,000
Other Uses:			
Debt Service	100,000	200,000	300,000
Operating Contingency	3,773,256	-	3,773,256
Total Special Revenue Fund Requirements	\$ 63,371,746	\$ 1,288,913	\$ 64,660,659
INTERNAL SERVICE FUNDS			
Supporting Services	\$ 42,305,500	\$ 4,200,000	\$ 46,505,500
Unappropriated Balance	8,267,500	-	8,267,500
Total Internal Service Fund Requirements	\$ 50,573,000	\$ 4,200,000	\$ 54,773,000

The foregoing resolution adopted this 3rd day of June, 2026.



Item For Action At A Future Meeting (First Read)

Date of Meeting:

May 27, 2026

Title:

Approve Amendments to the 2026-2027 School Year Calendar

Presenter:

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

Background:

Traditionally we have approved a two-year academic calendar that allows the district to have a continual plan for the upcoming two academic years. It also provides an informational tool to facilitate thoughtful planning for academic initiatives and professional learning, and for families to be able to plan future personal events and travel with the knowledge of when school is and is not in session.

With Executive Order 26-06 (EO) from the State of Oregon Governor issued on 4/15/2026, the district needs to pause on the approval of the 2027-2028 school year calendar. ODE is continuing to work through the rules of the EO and the impacts it will have across all school districts throughout the state. Once ODE and the governor's office have finalized the direction and rules, we will reengage with our employee groups regarding any new implications from the EO.

Proposed amendment:

For the 2026-2027 calendar as approved in the spring of 2024, there needs to be an adjustment to the spring 2027 semester mid-term date. The adjustment would be to move the mid-term date *from* April 9, 2027 to April 16, 2027. Each semester should have equal weeks between the mid-semester grading day. The second semester for 2026-2027 school year is unequal with eight and ten weeks. Making this change corrects the semester separation to nine weeks each and aligns with our neighboring school districts.

Notification was shared with both employee groups on Thursday, April 9, 2026. This meets our contractual obligation with Eugene Education Association (EEA) within Article 16.2 and Oregon School Employee Association (OSEA) within Article 4.2.9.1.

Budget/Resource Implications:

The proposed calendar will not result in new costs.

Recommendation:

The superintendent recommends the proposed amendment to the 2026-2027 school calendar.

2026-27 District Calendar



Eugene School District 4J (Revised)

2026

July

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- First/Last Day of School
- School not in session, all grades
- No School: Teacher Planning
- No School: Possible Weather Make-Up Day
- No School: Grading/Professional Development
- No School: Parent/Teacher Conferences
- End of Semester

August

31 Teacher Planning | School Improvement

September

1-4 No School: Teacher Planning

7 Labor Day

8 First Day: Kinder & Grades 6, 9

9 First Day: Grades 1-5, 7-8, 10-12
All students attend

October

9 No School: Planning Day | Professional Development

November

6 No School: Mid-Semester Grading

11 No School: Veterans Day

23-24 No School: Parent-Teacher Conferences

25-27 No School: Thanksgiving Break

December

21-31 Winter Break

January

1-3 Winter Break (cont'd)

4 No School: Planning Day | Professional Development

18 No School: Martin Luther King, Jr. Day

February

1 No School: Grading Day - Semester ends

2 No School: Transition Planning

3 New Semester

15 No School: Presidents Day
(possible weather make-up day)

March

22-26 Spring Break

29 No School: Planning Day | Professional Development

April

16 No School: Mid-Semester Grading

May

31 No School: Memorial Day

June

11 No School for Elementary: Grading

16 Last Day for Students: Half Day

17 No School: Semester Grading Day

Adopted by the Eugene School District 4J School Board on June 4, 2025

This calendar may be altered at the discretion of the Eugene School District 4J School Board.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

May 27, 2026

Title:

Consider for Approval Revisions to Policy FF–Naming Schools, Programs, and Properties

Presenter:

Dr. Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff

Background

The Board Policy Work Group and district leadership are bringing forward proposed revisions to Board Policy FF — Naming Schools, Programs, and Properties for Board consideration. The policy was last revised on October 3, 2018, and district leadership believes it is timely to review and update the policy to better reflect current district values, governance practices, community engagement expectations, and evolving educational and programmatic realities.

The proposed revisions are intended to provide clearer guidance regarding the naming, renaming, and amendment of existing school, program, and facility names; strengthen expectations related to community engagement and fiscal considerations; clarify Board authority and process; and establish a more comprehensive framework for addressing future requests connected to historical context, cultural and linguistic identity, programmatic changes, and alignment with the district’s mission and values.

In order to support the Board’s review of the proposed revisions and clearly identify proposed edits, new language within the attached draft is reflected in green text, and language proposed for removal is shown using strikethrough formatting.

During the review process, the Board Policy Work Group also discussed a specific area of potential ambiguity within the current “Criteria for Names” section related to whether individuals honored through naming must be deceased or whether the Board may retain flexibility to consider exceptions for living individuals. The current policy language states:

“Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or”

After significant discussion and consideration, the Board Policy Work Group determined it would be appropriate to bring forward two possible options for Board consideration and future direction:

Option 1 — Maintain Existing Language

“Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or”

Option 2 — Remove the Deceased Preference Language

“Be persons or groups of persons, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or”

The Policy Work Group believed it was important to elevate this discussion to the full Board in order to provide clearer governance direction and establish shared understanding regarding future naming and renaming considerations. Clarification of this language would support greater consistency, transparency, and predictability in future Board decision-making processes.

No action is requested at this time. District leadership and the Board Policy Work Group seek Board feedback and direction regarding preferred policy language and governance intent prior to bringing forward final recommended revisions.

Side-by-Side Policy Language Comparison

Naming and Renaming Schools, Programs, and Properties

Policy Title

Previous Language	Proposed New Language
Naming Schools, Programs and Properties	Naming and Renaming Schools, Programs, and Properties

60

Criteria for Names

Previous Language	Proposed New Language
“In considering appropriate names for any school, program or facility, it is the responsibility of the Board to ensure that the name has broad acceptance in a multicultural society and properly reflects the type and mission of the school, program or facility, as determined by the Board.”	“In considering appropriate names for any school, program, or facility, it is the responsibility of the Board to ensure that the name reflects the values of a diverse and inclusive community and appropriately aligns with the purpose, character, and mission of the school, program, or facility, as determined by the Board.”
“When evaluating school, program or facility names, the following general criteria shall be followed:”	No change

Names Submitted for Consideration

Previous Language	Proposed New Language
“Names submitted for consideration may:”	No change
“Be known and significant to the community, students and staff; or”	No Change

<p>“Relate to local neighborhoods, to relevant geographic areas, to places of historical, geographical, geologic or cultural significance, to indigenous and characteristic flora or fauna; or”</p>	<p>No Change</p>
<p>“Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or”</p>	<p>Option 1 (Same): “Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or” 61</p> <p>Option 2 (Change): “Be persons or groups of persons who have demonstrated international, national, state, tribal, or local leadership in the fields of education, arts and sciences, public service, or community leadership; or”</p>
<p>“Be thematic to reflect the character of the community culture and history; or”</p>	<p>No Change</p>
<p>“Reflect features of the facility or its program type and mission.”</p>	<p>No Change</p>

Special Recognition of Specific Persons

Previous Language	Proposed New Language
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<p>“The Board acknowledges that communities served by schools, programs and district facilities periodically desire to recognize individuals for long and honorable service. Schools, programs and facilities may be named for former school district employees, students or community members who have made specific contributions to education within the district. In general, schools, programs and facilities will be named only for individuals who have been deceased for at least three years. In no case will a school, program or facility be named for a current staff member or student or an elected official currently in office.”</p>	<p>“The Board acknowledges that communities served by schools, programs and district facilities periodically desire to recognize individuals for long and honorable service. Schools, programs and facilities may be named for former school district employees, students or community members who have made specific contributions to education within the district. In no case will a school, program or facility be named for a current staff member or student or an elected official currently in office.”</p> <p style="text-align: right;">62</p>
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Gifts

Previous Language	Proposed New Language
<p>“In exceptional circumstances, consideration may be given to naming a new school or non-school-facility or a portion of an existing school or non-school-facility for a significant gift as determined by the Board.”</p>	<p style="text-align: center;">Section Deleted</p>
<p>“Naming schools and nonschool facilities in this instance shall be consistent with all Board policies and shall appropriately reflect the donor’s financial support as well as the donor commitment to the district’s mission and the objectives of the school system.”</p>	<p style="text-align: center;">Section Deleted</p>

Renaming or Amending of Current Names

Previous Language	Proposed New Language
<p>“The Board recognizes that renaming existing schools, programs or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision and should not be made arbitrarily, frivolously or in haste.”</p>	<p>“The Board recognizes that renaming existing schools, programs or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision and should not be made arbitrarily, frivolously or in haste.”</p>
	<p>“However, the Board acknowledges that educational, cultural, linguistic, or programmatic changes may warrant thoughtful consideration of</p>

	amendments to existing names in order to accurately reflect the identity, mission, or instructional focus of a school, program, or facility.”
	“The Board acknowledges that community standards, historical context, and district priorities may change over time. The Board further recognizes that circumstances may arise in which the continued use of an existing name no longer aligns with the district’s mission, values, educational priorities, or commitment to fostering inclusive and supportive learning environments. In such circumstances, the Board may consider the renaming, or amendment of an existing school, program, or facility name when determined to be in the best interest of the district and the community it serves.”
“Because the impact of renaming or amending the name of an existing school, program or facility is substantial in terms of potential public confusion and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present credible evidence that the benefits of renaming or amending the name outweigh community and district impacts. ”	“Because the impact of renaming or amending the name of an existing school, program, or facility is substantial in terms of potential public confusion and administrative and fiscal costs, any potential renaming or name amendment process must be initiated or authorized by the Board.”
“The name change must be supported by the school community and the community and must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.”	“Any proposed name change must demonstrate meaningful engagement with the affected school community and broader community and must be accompanied by a fiscal impact statement and a proposed method for addressing the expenses associated with the change.”
“The Board has the ultimate authority to determine if a credible showing for changing a name is made.”	“The Board retains ultimate authority to determine whether sufficient justification exists to approve a renaming or amendment request.”
	“Any proposed name change must clearly articulate the purpose and rationale for the requested change, including how the proposed change aligns with the district’s mission, values, educational priorities, community identity, or programmatic direction.”

Relocated Schools and Programs

Previous Language	Proposed New Language
"School and program names are independent from existing facility names. When a school or program is relocated to occupy an existing facility, the school or program and the facility that houses it will both retain their existing names unless a renaming process is completed."	No Change

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Implementation

Previous Language	Proposed New Language
"The Board authorizes the superintendent to develop procedures that provide for implementation of this policy."	No Change

Eugene School District 4J

Code: FF
Adopted: 6/16/75
Readopted: 10/08/03; 6/01/15; 10/03/18: XX/XX/26
Orig. Code: FF; 8410

Naming and Renaming Schools, Programs, and Properties

The naming of all schools, programs and school district properties, including but not limited to school buildings, areas within school buildings, athletic fields and nonschool facilities, is the responsibility of the Board.

The Board recognizes the importance of soliciting student, staff, parent and community input in the selection of names. Name nominations may be presented by individuals, by petition, by chosen committees, or by other representative groups. The superintendent or designee will appoint an advisory committee to consider alternatives and make a recommendation to the superintendent about which names to recommend to the Board. While every effort will be made to respect student, staff, parent and community preferences, the Board retains the final authority over selection of names for schools, programs and facilities.

Criteria for Names

In considering appropriate names for any school, program, or facility, it is the responsibility of the Board to ensure that the name reflects the values of a diverse and inclusive community and appropriately aligns with the purpose, character, and mission of the school, program, or facility, as determined by the Board. ~~In considering appropriate names for any school, program or facility, it is the responsibility of the Board to ensure that the name has broad acceptance in a multicultural society and properly reflects the type and mission of the school, program or facility, as determined by the Board.~~

When evaluating school, program or facility names, the following general criteria shall be followed:

Names submitted for consideration may:

1. Be ~~known and~~ significant to the community, students and staff; or
2. Relate to local neighborhoods, to relevant geographic areas, to places of historical, geographical, geologic or cultural significance, to indigenous and characteristic flora or fauna; or
3. **Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or**
4. Be thematic to reflect the character of the community culture and history; or
5. Reflect features of the facility or its program type and mission.

Names submitted for consideration shall not:

1. Duplicate or nearly duplicate the names of other schools, programs or facilities in the district or surrounding districts;
2. Reflect the names of specific cities with the exception of “Eugene”;
3. Be a person, location, theme or character whose primary identification is of a religious nature;
4. Include the word “neighborhood” in a school name unless the school has defined attendance boundaries; or
5. Include the word “school” in a program name if it does not meet the definition of a school as a complete educational program with a separate organizational structure, teaching staff, budget, etc.

Special Recognition of Specific Persons

The Board acknowledges that communities served by schools, programs and district facilities periodically desire to recognize individuals for long and honorable service. Schools, programs and facilities may be named for former school district employees, students or community members who have made specific contributions to education within the district. ~~In general, schools, programs and facilities will be named only for individuals who have been deceased for at least three years.~~ In no case will a school, program or facility be named for a current staff member or student or an elected official currently in office.

Gifts

~~In exceptional circumstances, consideration may be given to naming a new school or non-school facility or a portion of an existing school or non-school facility for a significant gift as determined by the Board. Naming schools and nonschool facilities in this instance shall be consistent with all Board policies and shall appropriately reflect the donor’s financial support as well as the donor commitment to the district’s mission and the objectives of the school system.~~

Renaming or Amending of Current Names

The Board recognizes that renaming existing schools, programs or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision and should not be made arbitrarily, frivolously or in haste. ~~However, the Board acknowledges that educational, cultural, linguistic, or programmatic changes may warrant thoughtful consideration of amendments to existing names in order to accurately reflect the identity, mission, or instructional focus of a school, program, or facility.~~

The Board **acknowledges** that community standards, historical context, and district priorities may change over time. The Board further recognizes that circumstances may arise in which the continued use of an existing name no longer aligns with the district’s mission, values, educational priorities, or commitment to fostering inclusive and supportive learning environments. In such circumstances, the Board may consider the renaming, or amendment of an existing school, program, or facility name when determined to be in the best interest of the district and the community it serves.

~~Because the impact of renaming or amending the name of an existing school, program or facility is substantial in terms of potential public confusion and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present credible evidence that the benefits of renaming or amending the name outweigh community and district impacts.~~

Because the impact of renaming or amending the name of an existing school, program, or facility is substantial in terms of potential public confusion and administrative and fiscal costs, any potential renaming or name amendment process must be initiated or authorized by the Board.

~~Any proposed name change must demonstrate meaningful engagement with the affected school community and broader community and must be accompanied by a fiscal impact statement and a proposed method for addressing the expenses associated with the change. The Board retains ultimate authority to determine whether sufficient justification exists to approve a renaming or amendment request.~~

Any proposed name change must clearly articulate the purpose and rationale for the requested change, including how the proposed change aligns with the district’s mission, values, educational priorities, community identity, or programmatic direction. Any proposal must also demonstrate meaningful engagement with the affected school community and broader community and must be accompanied by a fiscal impact statement and a proposed method for addressing the expenses associated with the change. The Board retains ultimate authority to determine whether sufficient justification exists to approve a renaming or amendment request.

~~The name change must be supported by the school community and the community and must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change. The Board has the ultimate authority to determine if a credible showing for changing a name is made.~~

Relocated Schools and Programs

School and program names are independent from existing facility names. When a school or program is relocated to occupy an existing facility, the school or program and the facility that houses it will both retain their existing names unless a renaming process is completed.

Implementation

The Board authorizes the superintendent to develop procedures that provide for implementation of this policy.

END OF POLICY

Legal Reference(s):
[ORS 332.107](#)



EUGENE SCHOOL DISTRICT 4J

Policy FF Revisions

(First Read)

69

Action for a Future Meeting | May 27, 2026

Dr. Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff

History & Current Context

Last Revised

October 3, 2018

The policy has governed naming and renaming of schools, programs, and properties for nearly 8 years.

The 2026 Update

Leadership believes it is timely to update the policy to better reflect evolving educational realities and community expectations.

Primary Objectives



Clearer Guidance

Providing explicit frameworks for naming, renaming, and amendments.



Community Engagement

Strengthening expectations for public input and fiscal considerations.



Governance Clarity

Formalizing Board authority and decision-making processes.



Historical Context

Addressing historical, cultural, and linguistic identities.

Aligning with District Values

The proposed revisions ensure that every school and program name aligns directly with the district's **mission, vision, and core values.**



Cultural and Linguistic Identity

Approval in nodules:
Emphasizing diverse heritage and community connections.



Equitable Programmatic Realities

Reflecting fairness in student access and resources.



Transparency in Selection

Clear, shared:
Clear, shared understanding of criteria and decision-making.

Reviewing the Draft

To support the Board's review, the draft identifies edits as follows:



ADDITION

New Language Proposed



~~REMOVAL~~

Language for Removal

Core Discussion Area

Ambiguity in "Criteria for Names"

The Policy Work Group identified a specific need for direction regarding the status of individuals honored through naming. **Must they be deceased?**

Current Policy: "Be persons or groups... preferably deceased at least three years."

Seeking a shared understanding to ensure consistency and predictability in future decision-making.

Option 1: Status Quo

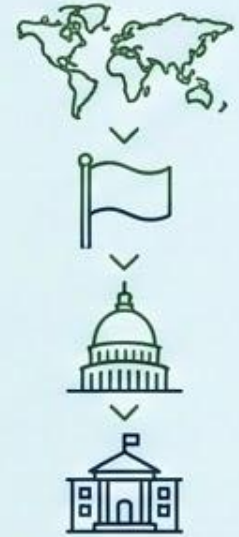


Maintenance

Maintain the existing "preferably deceased at least three years" language.

Proposed Language

"Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership..."



Option 2: Removal of Preference



Flexibility

Remove the deceased preference to allow for broader Board discretion and contemporary honors.

Proposed Language

“Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership...”

Process & Timeline

01

May 27, 2026

First Read &
Feedback session
with the Board.

02

June 2026

Incorporation of
feedback into final
draft.

03

Future Meeting

Final
recommendation
for Board Action
on June 3rd, 2026

04

Adoption

Updated Policy FF
takes effect
district-wide.

Questions & Discussion

District leadership and the Policy Work Group seek Board feedback and direction.

No action is requested at this time.

Goal: Establish shared governance intent.