Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, October 21, 2026

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

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

6:00 PM
Board Work Session

I. **6:00 p.m. Board Work Session:**
II. Call to Order, Roll Call
III. Board Chair Welcome
IV. Agenda Approval
V. Hearing of the Public
VI. Comments by Employee Groups

VII. **Consent Group - Items for Action**
1. Approve the DRAFT Board Meeting Minutes for: 3
   - October 7, 2026 Board Meeting

VIII. **Items for Information**
1. Community Engagement Spotlight: Jordan Schnitzer Museum of Art 12
   Presenter:
   Debbie Williamson, Communications Manager
2. Receive Information about the Elevating Student Voice Project 37
   Presenters:
   Liz Johnson, Staff Development Specialist
   Joel Lavin, Student Services Administrator
   Seth Pfaefflin, Director of Student Services
   Brooke Wagner, Assistant Superintendent
3. 2025-26 Division 22 Standards for Public Elementary and Secondary Schools: Annual Compliance Report 50
   Presenters:
   Carmen Xiomara Urbina, Chief of Staff
   Judy Jesiah, State & Federal Grants (Integrated Guidance)
4. Budget Committee Finalists Presentation 63
   Presenter:
   Ericka Thessen, Board Chair

IX. **Items for Action**

1. Budget Committee Selection 65
   Presenters:
   Ericka Thessen, Board Chair
   Bob Blyth, Interim Director of Finance
2. Approve Resolution 2026-27-05 Directing the Development of a Sustainable Budget and Authorizing a Reduction In Force 102
   Presenter:
   Miriam Mickelson, Superintendent

X. **Items for Action at a Future Meeting**

1. Fall Board Self Assessment 112
   Presenter: Ericka Thessen, Board Chair
2. Consider for Approval revisions to Policy BDD – Board Meeting Procedures 115
   Presenter:
   Carmen Xiomara Urbina, Chief of Staff
3. Consider for Approval Revisions to Policy BDDG – Recording and Minutes of Board Meetings 118
   Presenter:
   Christine Nesbit, General Counsel
4. Consider for Approval Revisions to Policy CBG – Evaluation of the Superintendent 124
   Presenter:
   Christine Nesbit, General Counsel
5. Consider for Approval Revisions to Policy DBEA – Budget Committee 127
   Presenter:
   Christine Nesbit, General Counsel
6. Consider for Approval Revisions to Policy GBA - Equal Employment Opportunity 130
   Presenter:
   Christine Nesbit, General Counsel

XI. Board Committee Reports
XII. **Consider Board Requests for Agenda Items or Information**
XIII. **For the Good of the Order**
XIV. 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.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
October 21, 2026

Title:
Approve the DRAFT Board Meeting Minutes for:

- October 7, 2026 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: October 7, 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 October 2, 2026.

DRAFT

ROLL CALL

BOARD MEMBERS PRESENT:
Ericka Thessen
Tom Di Liberto
Maya Rabasa
Jenny Jonak
Judy Newman
Morgan Munro
Rick Hamilton

ABSENT:
None

STAFF:
Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Bob Blyth, Interim Director of Finance
Kelly McIver, Communications Director
Stacey Cheshire, Transportation Director
Oscar Loureiro, Director of Research and Planning
Steve Shininger, Network Services Manager
Brooke Wagner, Assistant Superintendent for Administrative Services
Courtney Leonard, Secondary Curriculum & MTSS Administrator
Erin Gaston, Elementary Curriculum & MTSS Administrator
Jackie Garcia Villa, Executive Assistant to the Assistant Superintendent
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:
None

EMPLOYEE ASSOCIATIONS:
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Eugene Chapter 1 President
Jamie Myers, Eugene Education Association (EEA) President
Joel Lavin, Managers, Administrators, Professionals and Supervisors (MAPS) Representative

MEDIA:
KRVM

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

Chair Thessen called the regular meeting to order at 6:06 p.m., conducted a roll call, and
read a land acknowledgment statement.

II. BOARD CHAIR WELCOME

Chair Thessen welcomed attendees to the Eugene School District 4J Board of Directors' (BOD) regular meeting, including student representatives who will serve alongside the Board during the 2026-27 school year. She congratulated educator Mary Riggs, recipient of the American Legion Teacher of the Year Award.

She reported that one or more board members attended the following activities:

- Dolly Parton Day at Awbrey Park on Friday, September 25, 2026
- Cross country meet hosted at South Eugene High School

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. INTRODUCTION AND INSTALLMENT OF STUDENT BOARD REPRESENTATIVES

Prior to introducing the student representatives, Superintendent Miriam Mickelson spoke to attendance goals. She mentioned that a district priority is ensuring that communication around attendance reflects the desire to communicate with families compassionately, graciously, and sensitively.

She highlighted the following events:

- Edison Elementary School's 100th Birthday Celebration on October 8, 2026
- Hé Lín Chinese Immersion Elementary School's Mid-Autumn Celebration on October 8, 2026

Superintendent Mickelson officiated an Oath of Office for 11 student representatives for the 2026-27 school year. There are two designated representatives from each district high school.

2. RECOGNIZING STAFF ACHIEVEMENTS

Superintendent Mickelson introduced 4J Transportation Director Stacey Cheshire to recognize outstanding staff achievements in their department. Ms. Cheshire presented awards honoring School Bus Driver of the Year, Supervisor of the Year, and a Special Needs Transportation Award.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

There were none.

VI. HEARING OF THE PUBLIC

Glade Arnav Sivanandan provided comments regarding student suicide rates and working to improve outreach services. They raised concerns about impacts to district mental health programs, citing budget cuts. They described a lack of support and community.

John Stiegeler, 4J educator, highlighted enrollment at the elementary level, specifically the process for forecasting enrollment. He advocated for smaller elementary classroom sizes and improving attendance. Mr. Stiegeler offered recommendations, including improving FTE allocation and returning to the 3x5 schedule.

VII. COMMENTS BY EMPLOYEE GROUPS

Jamie Myers, Eugene Education Association (EEA) President, provided comments. She relayed that EEA members are reporting escalating workloads, the absorption of larger class sizes, higher student caseloads, increased numbers of students with IEPs and/or 504 plans resulting in extended hours, deescalation and conflict management, and the erosion of preparation time. She said morale is at an all-time low and some educators have reported considering leaving the district or the profession. She relayed a personal story as an analogy for what educators are experiencing. She urged the district to reduce the workload burden.

Lisa Jenkins Easton, Oregon School Board Association (OSEA) Chapter 1 President provided comments. Ms. Easton stated that it has been a rough start to the school year for OSEA members. She is concerned about the physical and psychological safety of staff. She said members are reporting a lack of duty-free and timely breaks. She recommended tuning into ad hoc meetings regarding negotiations and holding collaborative conversations with principals. Ms. Jenkins closed by recognizing achievements in the Transportation Department.

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) Representative reported on activities in the Technology Department. In September, the department processed 3,657 help tickets – over 2,000 desktop support requests, nearly 625 network incidents, 482 student information tickets, and hundreds of other requests. He described massive physical and digital upgrades to prepare for the school year, and a focus on safety and security, financial efficiency, and cost savings.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MEETING MINUTES FOR: SEPTEMBER 16, 2026, BOARD WORK SESSION

There was no discussion.

2. APPROVE ROUTINE PERSONNEL ACTIONS

There was no discussion.

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

IX. ITEMS FOR INFORMATION

1. RECEIVE MONTHLY FINANCIAL REPORT

Interim Director of Financial Services Bob Blyth provided a monthly financial report via PowerPoint presentation.

He presented tables displaying YTD General Fund Expenditures, YTD Other Fund Expenditures (as of August 31), General Fund Revenues by month from 2023-24 to present, and General Fund Expenditures by Month from 2023-24 to present.

Mr. Blyth stated that General Fund revenues collected through August are about $32 million or 12.4% of the budgeted operating revenue. He said General Fund expenditures and encumbrances total just under $31 million. He noted that the majority of local option revenue and property tax revenue are collected in November and December.

Responding to questions from Ms. Munro, Mr. Blyth said the audit has just begun. Regarding cash flow, he said the district currently has sufficient funds, but this is the leanest he has seen, with just $3 million in the bank. He indicated that the amount would allow the district to maintain operations and stay within state

law. He mentioned that other, smaller districts utilize tax anticipation notes – a form of short-term bond.

Ms. Newman asked if there is interest on tax anticipation notes.

Mr. Blyth responded that there is interest on tax anticipation notes and provided further context. He said a tax anticipation note is something the district hopes to avoid. He mentioned that $3 million is about one week of expenses.

Referring to an identified budget deficit last school year, Ms. Jonak asked when the district will have solid numbers about anticipated budget deficits this school year.

Mr. Blyth said it is a year of unprecedented uncertainty, citing a new biennium and the Governor's race. The district will not know what the state legislature has provided to the State School Fund (SSF) until the spring, after the budget has been built. He said their department is forecasting different assumptions and will present a range of possibilities. He added that his monthly reports to the Board will include key insights and variances. He indicated an increased evaluation of district purchases to slow down spending.

Superintendent Mickelson added that on October 21, 2026, she hopes to bring a resolution to the Board to authorize her to begin planning for budget forecasting and reductions. She said the resolution will include a range of preliminary budget forecasts. She said finance and HR departments are working closely to mitigate position control issues.

Chair Thessen asked about impacts from diesel costs.

Mr. Blyth said although the district does not rely completely on diesel powered buses, fuel costs are 36% higher than anticipated.

Responding to a question from Ms. Jonak, Mr. Blyth assured her that their department has increased their occurrences of viewing reports from monthly to weekly. He mentioned again that finance and HR departments are working closely this year.

Mr. Munro asked about unemployment payments and PERS rates.

Mr. Blyth said the district's unemployment bill is pending; he will follow up with the information when it becomes available. Regarding PERS, he said the numbers are coming in lower than projected.

2. K-12 PE RESOURCE MATERIALS

Assistant Superintendent Brooke Wagner, Secondary Curriculum & MTSS

Administrator Courtney Leonard, and Elementary Curriculum & MTSS Administrator Erin Gaston presented K-12 PE Resource Materials.

Ms. Leonard said the independent adoption is aligned with requirements for Division 22 and the state's instructional materials adoption cycle. She said the plan is to use Open Educational Resources (OER) for instructional materials and thus they anticipate little to no curriculum purchasing cost.

She said they anticipate equipment funding and have allocated up to roughly $50,000. An estimated $25,000 will support teacher extended contracts and sub release time.

Mr. Di Liberto asked about flexibility in the content educators are delivering.

Ms. Wagner indicated that beyond materials, guides, and professional development, educators have flexibility in terms of delivering lessons.

Ms. Newman raised concerns about educator workload and funding.

Ms. Wagner said funding has already been allocated from the curriculum reserve account. She said staff are being mindful of workload. She added that PE is the only required state minutes related to a subject.

Responding to questions from Vice Chair Rabasa, Ms. Leonard explained that PE standards have not changed significantly. She provided more information about OER.

Ms. Jonak asked if educators provide input on the time or burden of adopting a new curriculum.

Ms. Wagner responded affirmatively.

Chair Thessen emphasized being trauma-informed and centering students experiencing disordered eating such as orthorexia.

Vice Chair Rabasa brought attention to the importance of unified PE.

Responding to a question from Ms. Munro, Ms. Gaston said PE educators have likely already been piloting activities ahead of adoption thus the piloting period will be shorter.

X. ITEMS FOR ACTION

1. APPROVE THE POSTPONEMENT OF THE ELEMENTARY SOCIAL STUDIES CURRICULUM ADOPTION

Assistant Superintendent Brooke Wagner and Elementary Curriculum & MTSS Administrator Erin Gaston recommended approving the postponement of the Elementary Social Studies Curriculum Adoption.

Ms. Gaston provided information related to the proposed extension, including that it would allow time to complete the review of current materials, assess alignment with social study standards, and identify any instructional gaps that still need to be addressed. The teacher team will then review OER to address any remaining standards. Finally, they will develop a recommended scope and sequence and professional learning resources. They anticipate approximately $25,000 annually to print student-facing materials; and teacher engagement to cost no more than approximately $50,000.

MOTION: Vice Chair Rabasa moved to approve the postponement of the Elementary Social Studies Curriculum Adoption through 2028, with full implementation by fall of 2028. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor of the motion.**

2. BUDGET COMMITTEE SELECTION PROCESS FOR 2026-27

Interim Director of Financial Services Bob Blyth and Chair Thessen recommended adoption of the Budget Committee Selection Process for 2026-27.

Chair Thessen engaged the Board in a ballot vote process for electing members to the Budget Committee. The following seven individuals were selected to progress, listed in no particular order: Courtney Salic, Debra Smith, Abbie Stillie, Scott Fellman, Kristin Rush, Pamela Culbertson, and Bonnie Glass.

Ms. Newman asked if the proposed motion changes the selection process.

Chair Thessen indicated that it does.

MOTION: Vice Chair Rabasa moved to invite seven finalists to the October 21, 2026 Board meeting: Courtney Salic, Debra Smith, Abbie Stillie, Scott Fellman, Kristin Rush, Pamela Culbertson, and Bonnie Glass. Ms. Jonak seconded. **The motion passed unanimously, 6:1:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton voting in favor of the motion; Ms. Newman voting against the motion.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

There were none.

XII. BOARD COMMITTEE REPORTS

Ms. Newman reported that the Ad Hoc Workforce Negotiations Committee has

debriefed negotiations with EEA and OSEA. They will be engaging EAST and MAPS at their upcoming meeting.

Ms. Jonak reported from Lane Council of Governments (LCOG); discussion included coordinating a Lane County regional broadband plan.

Mr. Di Liberto reported from the Eugene Education Foundation (EEF) Committee, specifically noting the success of a recent fundraiser.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

There was none.

XIV. FOR THE GOOD OF THE ORDER

Chair Thessen recognized Bethel School District social studies teacher Nate Jackson, recipient of the Oregon Lottery Regional Teacher of the Year.

XV. ADJOURN

Chair Thessen adjourned the regular meeting at 8:11 p.m.

_____ _____

Miriam Mickelson, Superintendent Ericka Thessen, Chair

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

DRAFT

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
October 21, 2026

Title:
Receive information about the Jordan Schnitzer Museum of Art

Presenters:
Debbie Williamson, Communications Manager

Background:
The Jordan Schnitzer Museum of Art at the University of Oregon provides educational resources and opportunities that support learning through art and cultural experiences. Partnerships with local cultural institutions can enrich student learning and strengthen connections between schools and community resources.

Purpose:
To share information with the Board about the community partnership with the Jordan Schnitzer Museum of Art (JSMA). The museum provides opportunities for students to engage directly with works of art, strengthen critical thinking and visual literacy skills, explore diverse perspectives and cultures, and make meaningful connections between classroom learning and the world around them.

Museum Exhibition Interpreters will guide students in small group discussion incorporating accessible interpretation and Visual Thinking Strategies (VTS). Opening the door to increased critical thinking practice and art literacy in the lives of students with a tour at the JSMA!

Art Studio activities are also available to compliment your tour and support social emotional learning (SEL) standards.

For educators in the (Lane County) 4J, Springfield, Bethel or South Lane districts, the museum can arrange for a 20-30 minute in person visit by a JSMA Exhibition Interpreter (EI) to visit your classroom. The Exhibition Interpreter will visit and lead a discussion about the latest exhibitions and facilitate a Visual Thinking Strategies (VTS) session with the class. Jordan Schnitzer Museum of Art — Resources for Teachers


JORDAN SCHNITZER
MUSEUM OF ART


Navigating Through Centuries
JORDAN SCHNITZER MUSEUM OF ART
Jeffrey Gibson
They Teach Love
UNIVERSITY OF OREGON








Collecting
America
RECENT ACQUISITIONS


DO NOT TOUCH
DO NOT TOUCH


THEY IDENTIFY AS SHE
SHE RAISES THE DEAD
HE IMAGINES A FUTURE
SHE KNOWS OTHER WORLDS
SHE WALKS LIGHTLY
THEY TEACH LOVE
SHE MOVES THEIR BODY
SHE RE WRITES HIS STORY



Día de los Muertos

November 1
and 2, 2026

6 p.m.

Collaboration with MEChA de UO and Adelanti Si



Blackout Day

February 20, 2027
1 - 4 p.m.

Collaboration with
Black Cultural
Initiative



Asian Celebration Art Exhibition

Summer TBD

Collaboration with the Eugene-Springfield Asian Council and Asian American Council of Oregon



BOOK A SCHOOL TOUR!



SCHOOL TOURS

Enrich the classroom experience with a tour through the JSMA. Our experienced Exhibition Interpreters will guide your students in small group discussion incorporating accessible interpretation and Visual Thinking Strategies (VTS). Open the door to increased critical thinking practice and art literacy in the lives of your students with a tour at the JSMA.







Tour Themes



Visual Thinking Strategies



Studio Activity



Fill up
the Bus

Fill Up The Bus:

Fund Arts Field Trips Today!



Because we should all be able to ride through these economic times together.

NewArt Northwest Kids



I AM PART OF THE STORY

Submission deadline:
January 24, 2027



Arts Access Program

First Saturday

November 7, 2026
12:30 pm - 2:00 pm

Studio art workshop for children with disabilities, led by artists and teachers in a creative and caring atmosphere.



Madres Club

First Saturday

November 7, 2026
10 - 11:30 a.m.

Estos talleres mensuales y de acceso gratuito están especialmente diseñados para madres de habla hispana y son facilitados por Jessica Zapata, y organizados por el Museo de Arte Jordan Schnitzer.

.



Open Studio

November 8, 2026
11 a.m. – 12:30 p.m.

.



Jordan Schnitzer Museum of Art

GET IN TOUCH



EMAIL ADDRESS
jsma@uoregon.edu

WEB
jsma.uoregon.edu

THANK YOU

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
October 21, 2026

Title:
Receive Information about the Elevating Student Voice Project

Presenters:
Liz Johnson, Staff Development Specialist
Joel Lavin, Student Services Administrator
Seth Pfaefflin, Director of Student Services
Brooke Wagner, Assistant Superintendent

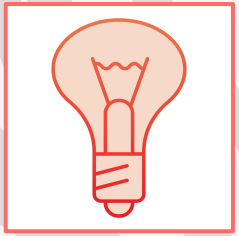
Background:
Over several months, staff had the opportunity to sit down with high school students and hear their thoughts regarding their experiences in special education. It was really wonderful to see the level of engagement, vulnerability, and hope for the future the students expressed in these roundtable discussions. Student voice is powerful, and we believe this information informs the essential work we need to do in 4J. If we listen to our students and take action, we can keep them engaged, keep them in our schools and help them graduate.

Thank you for taking the time to look at this valuable feedback from students. It was a wonderful experience for all.

Elevating Student Voice Project

Insights & suggestions from secondary students receiving special education services

Project Overview



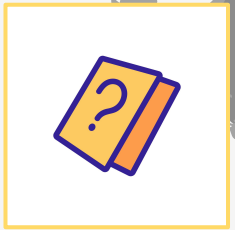
- ★ Small group discussions at each of the secondary sites (Churchill, CTP, ECCO, North, Sheldon & South)
- ★ Each group included 4-10 students ranging in age from 15-21 (grades 10+)
- ★ Facilitated by the Inclusion Advisor and SSD Admin.
- ★ At least one case manager attended from each school site

Project Purpose



- ★ To elevate the voices of students who experience neurodivergence.
- ★ To gain insight into their experience in order to better serve them.
- ★ To make recommendations to district leadership in order to improve the experiences of secondary neurodivergent students.

Questions



1. **What things at school make you feel included and part of the group?**
    a. Do you feel like you take part in your classes without too much trouble?

2. **What things at school make it harder for you to feel included?**
    a. Is anything tricky or challenging?

3. **What could the school do to help you feel even more included and able to take part in everything?**

Common Themes: Question 1



What things at school make you feel included and part of the group?

- ★ Peer Connections and Affinity Groups
- ★ Teacher Advocacy
- ★ Experiential & Hands-on Learning
- ★ Access Centers providing small, safe environments

Common Themes: Question 2



What things at school make it harder for you to feel included?

- ★ IEP/Accommodations Concerns
- ★ Social Isolation & Bullying
- ★ Environmental & Structural Barriers
- ★ Ableism & Lowered Expectations

Common Themes: Question 3



What could the school do to help you feel even more included and able to take part in everything?

- ★ Professional Development on understanding IEPs and Neurodiversity
- ★ Utilization of more flexible instructional strategies (UDL)
- ★ Consistency in Support
- ★ Environmental Adjustments
- ★ Encourage and Support Student Empowerment

More Data...

Additionally, themes were gathered from each school, including these site specific suggestions:

Churchill: More unified and CTE classes
CTP: More cyber safety and independence training
ECCO: More audiobooks, quality headphones and structured group projects
North: Consistent counselors and case managers
Sheldon: More Access Center staff and better access to audiobooks
South: One-page student profiles for Gen Ed teachers

Scope and Considerations

★ **Sample Size & Generalizability**

- Sample size was 8.2% of the population of students on IEPs receiving special education services.

★ **Selection & Self-Advocacy Bias**

- Because the findings rely entirely on self-reported feedback from students who volunteered or were selected to participate, the results may be subject to selection bias by over-representing individuals with stronger opinions, higher self-advocacy skills, or a greater comfort level in group discussions.

Recommendations:

Recommendation #1

Increase UDL Practices Across Content Areas

Recommendation #2

Strengthen Systems for IEP Implementation



Recommendation #3

Prioritize Meaningful Conversations with ALL Students

District Response

- ★ We listened to the concerns about implementation of IEP accommodations and modifications
- ★ All general education teachers have now been trained on implementing accommodations
  - Principals trained on Sept 21st
  - Middle and high school teachers trained on October 9th
  - Elementary teachers trained in Sept/October at staff mtgs
- ★ We plan to conduct another round of student listening sessions this Winter
- ★ SSD is partnering with Instruction on Universal Design for Learning, and this is a focal point for curriculum adoption and instructional delivery

In Conclusion...

Clear and consistent message from students:

They want to be seen as individuals, respected as learners, and included as active participants in their own learning.

"...an inclusive education system is not created through a single action but through many ongoing ones."

-Your Students, My Students, Our Students
(Jung, Frey, Fisher, & Kroener, 2019)

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting:
October 21, 2026

Title:
2025–26 Division 22 Standards for Public Elementary and Secondary Schools: Annual Compliance Report

Presenters:
Carmen Xiomara Urbina, Chief of Staff
Judy Jesiah, State & Federal Grants (Integrated Guidance)

Background:
Oregon Administrative Rule (OAR) 581-022-2305 requires school districts to report annually to their communities on compliance with the Division 22 Standards for Public Elementary and Secondary Schools. This item provides the Board with Eugene School District 4J's 2025–26 compliance information, including documented evidence and the status of corrective actions.

The district reviewed 59 reporting entries across five Division 22 priority areas.

Key Findings

- Of the 59 rows: 56 are in compliance, one is implementing approved corrective action, and two Essential Skills provisions are waived through 2027–28.
- Physical Education (OAR 581-022-2263): Elementary entries are implementing approved corrective action. The report outlines K–5 instruction and three quarters of middle-school PE, with positions filled.
- Equal Education Opportunities (OAR 581-022-2310): Approved corrective action is in progress, targeting October 30, 2026.
- Local Performance Assessments (OAR 581-022-2115(2)): Listed as in compliance following implementation of the district's plan; distinct from the waived Essential Skills diploma provisions.
- District Improvement Plan (OAR 581-022-2250): In compliance, alongside requirements for graduation, safety, health services, assessments, and annual assurances.

Next Steps

Staff will monitor the corrective actions, verify evidence, and complete the required public reporting and ODE assurance process.

Supporting Document

Eugene School District 4J — Report on Compliance with Public School Standards, 2025–26 School Year (district compliance report).

Eugene School District 4J

Board Information Presentation-Division 22

2025–26 Public School Standards

Compliance Report & Corrective Actions

Presenters:
Carmen X. Urbina-Chief of Staff
Judy Jesiah-State & Federal Grants

October 21, 2026

Why We Report

01

State Standards

Division 22 sets Oregon's public school standards.

02

Community Reporting

Districts report compliance to their communities.

03

Public & ODE Submission

Reports are publicly shared and submitted to ODE.

OAR 581-022-2305

2025–26 Compliance at a Glance

56

In Compliance

Items marked In Compliance

1

Corrective Action

Rows implementing approved corrective action

2

Waived

Requirements temporarily waived

COMPLIANCE OVERVIEW

Eugene School District 4J reviewed 59 reporting items under Oregon’s Division 22 standards, assessing the district’s compliance with state requirements related to teaching and learning, student safety, educational systems, staff, and community engagement.

Five Categories of Public School Standards

Learning experiences

13 compliant; 1 corrective-action

Educational systems

17 compliant; 2 waived

Engaged communities

5 compliant

Safe and inclusive

15 compliant; 1 corrective

Supported staff

4 compliant

High-Quality Learning Experiences

IN COMPLIANCE

Graduation and career education requirements met.

IN COMPLIANCE

Health, media, TAG and instructional materials compliant.

CORRECTIVE ACTION

Physical Education remains in approved corrective action.

OAR 581-022-2263 · Elementary grades

Physical Education: Approved Corrective Action

Elementary · K–5

Approved Plan Includes:

- PE instruction
- Classroom activity
- SEL
- Active Morning Meetings

Next Steps: Continue verifying implementation and supporting evidence.

Aligned and Focused Educational Systems

IN COMPLIANCE

Essential Skills · Local Assessments

The 2025–26 report states the corrective action plan was implemented.

IN COMPLIANCE

District Improvement Plan

Current status: In Compliance.

Separate Essential Skills diploma and EL assessment rules remain waived.

Safe and Inclusive Schools

IN COMPLIANCE

Substance Use & Child Abuse

Substance use prevention and child abuse reporting: compliant.

IN COMPLIANCE

Health & Safety Services

Health services, emergency planning and safety: compliant.

CORRECTIVE ACTION

Equal Education Opportunities

Equal Education Opportunities: approved corrective action.

OAR 581-022-2310 · Target: October 30, 2026

Community Partnership and Staff Standards

Engaged Partners & Communities

All five listed standards are in compliance, including complaint procedures and TAG family rights.

Committed and Supported Staff

All four listed standards are in compliance, including personnel and evaluation systems.

Our Focused Next Steps

ACTION 01

Confirm and organize evidence for corrective actions.

ACTION 02

Complete Equal Education Opportunities follow-through.

ACTION 03

Review PE implementation at elementary levels.

ACTION 04

Finalize public report, posting and ODE submission.

Accountability, continuous improvement, and student success.

Reporting Cycle and Public Transparency

By November 1

Present the annual report publicly and post it on the district website.

By November 15

Submit district assurances to the Oregon Department of Education.

As described in the Division 22 reporting requirements.

Questions and Discussion

GOAL 01

Every Student Attends

GOAL 02

Every Student Learns

GOAL 03

Every Student Graduates, Future Ready

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
October 21, 2026

Title:
Budget Committee Finalists Presentation

Presenter:
Ericka Thessen, Board Chair

Background and Community Recognition:
The Eugene community deeply values education and actively invests time, expertise and resources in Eugene School District 4J. The board extends its sincere gratitude to all community volunteers, including those serving on district committees.

Overview of the Budget Committee:
The 4J Budget Committee is made up of seven appointed community members and the seven elected School Board members. The committee meets and deliberates in public to review the proposed district budget, ensure alignment with district goal and values, hear community input, approve the budget, and establish the tax rate for School Board adoption.

Eligibility Requirements (per Oregon Revised Statutes):
To serve on the Budget Committee, candidates must:

- Be a registered voter residing within the Eugene School District 4J boundaries (ORS 294.414(2)).
- Not be an employee of the district (ORS 294.414(4)).
- Serve as an uncompensated volunteer (ORS 294.414(3)).

Note: Applicants are not required to be parents of 4J students or have prior formal associations with district schools.

Open Positions and Selection Process:
This year, the district received 12 applications for the 4 open positions on the Budget Committee:

- **3 Full Terms (3 Year Duration**
- **1 Partial Term (2 Years Remaining)**

At the October 7, 2026 board meeting, the Board balloted and selected 7 finalists to move forward in the process.

Finalist Presentations (October 21, 2026 Board Meeting)
The 7 finalists have been invited to address the Board during the October 21, 2026 meeting:

Finalists:
Pamela Culbertson
Scott Fellman
Bonnie Glass

Kristin Rush
Courtney Salic
Debra Smith
Abbie Stillie

(Note: Full applications are provided in the board packet.)

Format:

- The Board Chair will invite each finalist individually to share 3-5 minutes of comments.
- The format follows standard public comment rules (non-interactive format).
- Following the presentations, the Board will consider the comments alongside the written applications to select and appoint four candidates to the Budget Committee.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION

Date of Meeting:
October 21, 2026

Title:
Budget Committee Selection and Appointment

Presenters:
Ericka Thessen, Board Chair and Bob Blyth, Interim Director of Finance

Background:
There are four vacancies on the Eugene School District 4J Budget Committee. The vacancies were publicly announced, and community members were invited to apply between September 4 and September 30.

The district is seeking to fill the following positions:

- **Three Full Terms:** Three years, through June 30, 2029
- **One Partial Term: T**wo years remaining, through June 30, 2028

Under Oregon law (ORS 294.414), each school district's budget committee consists of the school board and an equal number of district residents appointed by the board. Appointed members must reside within the district boundaries and be registered voters. District employees are not eligible to serve.

Under ORS 294.426 and ORS 294.428, the budget committee receives the budget message and proposed budget, provides opportunities for public questions and comments, and approves the budget document, including the property tax rates. The approved budget is then forwarded for consideration and adoption by the school board.

There are no term limits for budget committee members. Individuals who previously held the vacant positions are eligible to reapply. Budget committee members serve without compensation.

Budget Committee Candidate Selection Process:

The board will ballot process to select four candidates for appointment to the Budget Committee. Three appointees will serve full three-year terms through June 30, 2029, and one appointee will serve the remaining two-years of a partial term through June 30, 2028.

Process Summary:

- Bob will facilitate the board's candidate selection process.

- Staff will distribute and collect ballots and read the votes into the public record.
- Staff will enter the votes into a spreadsheet that will be visible to attendees in the board room and those participating via Zoom.
- Candidates must receive at least four votes in each round to advance. Voting rounds will continue as necessary until four candidates have been selected for appointment.
- Random selection will be utilized to determine who will serve the full three-year term and who will serve the partial two-year term.

Motion to Appoint Budget Committee Members:
Possible motion:
I move that the Eugene School District 4J Board of Directors appoint the following individuals to the 4J Budget Committee:

- _____ *(candidate name) to a three-year term ending June 30, 2029*
- _____ *(candidate name) to a three-year term ending June 30, 2029*
- _____ *(candidate name) to a three-year term ending June 30, 2029*
- _____ *(candidate name) to a partial term ending June 30, 2028*

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: _____ Ballot Round #____

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	
Bonnie Glass	
Kristin Rush	
Courtney Salic	
Debra Smith	
Abbie Stillie	

2026 Budget Committee FINALISTS:

- **Pamela Culbertson**
- **Scott Fellman**
- **Bonnie Glass**
- **Kristin Rush**
- **Courtney Salic**
- **Debra Smith**
- **Abbie Stillie**

Name: Pamela Culbertson

What is your connection to Eugene School District:

We recently moved into the 4J school district. My 2 children attend Edgewood Elementary.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I enjoy understanding the current needs and long-term plans. I also enjoy helping to create pathways to meet long term goals.

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

It is something that touches all of our lives and receiving a variety of lived experiences helps us navigate being more inclusive to those who have smaller voices. From my lived experience, I am a tribal member, full-time Housing Officer for my federally recognized Tribe and a single mother. Not only do I have my own experiences, I also work with people every day with a variety of stories that make you think about how if we set things up just a little different it could make it easier for everyone.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I graduated with a construction engineering degree from OSU, worked for a large commercial contractor for 20 years (lived in 5 states during that time), managed projects from every aspect of the type of concrete to schedule and budget for schools, hospitals, shopping centers. Now I am an officer for our housing and facilities department where I manage grants, internal budgets, and plan for future developments.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

Since I am new here, I would bring those items that jump out at you. When you live in a community for a long time, you can get very comfortable with the way things are. As someone who is new, it is easy to see the things that may be off putting and/or really heartwarming.

While not required, please share any experience you have with finance, accounting, and/or budgets.

25+ years of experience managing construction budgets from $5M to $800M, 4 years of multiple government grant budget and compliance management, Data gathering, organizing, and evaluating to make reasonable suggestions. Breaking down complex projects into bite sized manageable and achievable tasks.

Name: Scott Fellman

What is your connection to Eugene School District:
Outgoing Budget Committee Member, two graduated 4J last year, one is a Junior in 4J

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

To continue to contribute my experience and skills to the committee process in support of the district.

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

This is critically important to ensure policy considers the needs of the communities our district serves. It's also critically important to help ensure that all students varying needs are met by the district. In order to know this is being accomplished, inclusion of representatives with different backgrounds is crucial.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

Patience, 28 years public sector experience including 14 years supervising, a masters in public administration, 3 years' experience on this committee, a collaborative approach, strong understanding of budget process and policy development, strong communication and meeting skills. A solid understanding of the role of the committee in this process.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

As a retired police officer I have served and worked closely with every part of our community. I understand a lot of different experiences as much as an outsider can, and can help identify when others should be asked for input. As a professional police instructor, and pro tem UO college instructor I also have some understanding of the demands placed on our classroom staff.

While not required, please share any experience you have with finance, accounting, and/or budgets.

3 years on this committee, Masters of Public Administration including budgeting courses, responsible for budgets in public sector jobs ranging from one million to fifteen million dollars per year.

Name: Bonnie Glass

What is your connection to Eugene School District:

Parent of student.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I would like to serve on the Budget Committee because I want to take an active role in helping our school district navigate these challenging financial times. As a former business owner, I understand the importance of making difficult decisions while remaining fiscally responsible and focused on long-term sustainability.
My experience as a former public sector employee has also given me an understanding of the complexities involved in meeting federal, state, and local requirements and mandates. I hope to bring both perspectives to the committee and use my experience, practical judgment, and commitment to our schools to help the district make thoughtful and responsible budget decisions.

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

I believe the Budget Committee should be guided by the values of diversity, equity, and inclusion in every aspect of its work. Budget decisions have a direct impact on students and families, and it is important that those decisions consider the different needs and circumstances of the students we serve.

I see DEI as an important lens for evaluating priorities and recommendations—not as separate from fiscal responsibility, but as part of making thoughtful and responsible decisions about how limited resources are allocated. Public schools should strive to provide every student with meaningful opportunities to succeed, while recognizing that providing equitable opportunities does not always mean providing the exact same resources or support to every student.

As a committee member, I would want to listen to different perspectives, understand how budget decisions may affect different groups of students, and help ensure that recommendations reflect the district's commitment to serving all students fairly and equitably.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I believe I would bring a combination of leadership, business, public-sector, higher education, and personal experience to the Budget Committee.
My experience as a business owner has taught me how to lead, evaluate competing priorities, manage limited resources, and make difficult decisions while keeping the long-term health of an organization in mind. Running a business also taught me the importance of listening to different perspectives and taking responsibility for the decisions that are made.

Prior to owning my own business, I worked as a research fellow for the Arizona Department of Transportation, as a development coordinator at the ASU College of Law, and as a constituent services representative for Senator John McCain. These roles gave me experience working within public institutions, understanding complex issues, communicating with diverse groups of people, and navigating the challenges that come with serving the public.

Finally, as a parent, I bring a personal connection to our schools and a strong interest in ensuring that the district uses its resources wisely to support students and families. I believe this combination of professional and personal experience would allow me to bring a thoughtful, practical, and balanced perspective to the committee.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

My previous work in the public sector provided me with many opportunities to interact with the public, communicate complex issues, and share information about the work of public institutions. Those experiences taught me that transparency and trust are essential when serving a community. People may not always agree with a decision, but they deserve honest, straightforward information about how and why decisions are being made.
As a Budget Committee member, I would make an effort to listen to parents, staff, and community members and bring their questions, concerns, and perspectives back to the committee. I would also work to communicate the committee's work and the realities of the district's budget in a clear and accessible way. I believe effective community engagement should be a two-way conversation, not simply sharing information after decisions have been made.

As a parent, I also bring a personal perspective to these conversations. Like many parents, I am concerned about the future of my child's education and the opportunities available to our students. I understand the worries that families may have during a time of difficult budget decisions, and I would strive to make sure those concerns are heard while helping

While not required, please share any experience you have with finance, accounting, and/or budgets.
As a former business owner, understanding the financial health of my company was critical to making sound decisions and ensuring its long-term success. I have experience reviewing and understanding profit and loss statements, monitoring expenses and revenue, and using financial information to make informed business decisions.

I also have experience with forecasting and financial planning, including thinking about both short-term needs and the longer-term financial health of an organization. While I am not an accountant, I am comfortable working with financial information, asking questions, evaluating priorities, and understanding the financial implications of decisions. I believe this practical experience would be valuable in reviewing and evaluating the district's budget.

Name: Kristin Rush

What is your connection to Eugene School District:

I am a Eugene community member, parent, and public education professional with experience spanning direct student services, district systems, educator preparation, and state education policy. My work has given me a broad view of how district-level decisions affect students, educators, families, and schools, while being part of the 4J community gives me a personal investment in the district's long-term strength.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I am interested in serving because budgets are ultimately expressions of priorities. Especially when resources are constrained, I believe thoughtful budgeting requires understanding not only what programs cost, but what students and educators need and what the longer-term consequences of investment or disinvestment may be.

I am particularly interested in the connection between budget decisions, staffing, student supports, and the district's ability to recruit and retain a strong educator workforce. I would be excited to dig into the data, ask thoughtful questions, and help the district make difficult tradeoffs in ways that are transparent, strategic, and grounded in its commitments to students.

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

Equity should be part of how the committee examines both investments and reductions. An equal reduction across programs or schools does not necessarily have an equal impact on students. I would want the committee to consider who benefits from a particular investment, who may be disproportionately affected by a reduction, and whether students who have historically had less access to opportunity and support are being adequately served.

I also think equity requires looking beyond aggregate data. Districtwide averages can obscure meaningful differences among schools and student groups. The committee can help by asking whose experiences are represented in the information before us, whose may be missing, and how those differences should inform resource decisions.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring experience looking at education from multiple levels of the system. I began my career working directly with students and families as a school psychologist, later worked at the district level, and now work in state education policy and educator preparation. That experience has taught me to connect policy and resource decisions with what actually happens in classrooms and schools.

I also bring experience facilitating groups, analyzing data and policy, translating complex information for different audiences, and working with people who bring different perspectives to difficult decisions. I tend to ask both "What does the evidence tell us?" and "What will this look like in practice?" I think that combination would be useful on a committee responsible for weighing competing needs with finite resources.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I see the bridge role as going in both directions. I would actively listen to students, families, educators, and other community members, particularly when their experiences complicate or add context to the quantitative information before the committee. I would also pay attention to perspectives that may be less likely to reach formal public meetings or comment processes.

In the other direction, I think community members deserve budget information that is understandable without specialized knowledge. I would work to explain the committee's questions,

constraints, tradeoffs, and decisions in plain language and help people understand not just what is being considered, but why. I would also be careful to distinguish my own views from the work and decisions of the committee.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I currently serve as treasurer for my SEIU 503 sublocal, which has given me direct experience with financial oversight, budgeting, expenditures, and accountability to members. In my professional work, I also regularly work within public-sector systems where policy decisions, program implementation, staffing, and available resources are closely connected. In addition, my research and project work has involved developing project budgets, evaluating costs and resource needs, and making decisions within funding constraints. While I am not an accountant, I am comfortable working with quantitative information, asking questions about assumptions and tradeoffs, and learning the technical details necessary to make responsible decisions.

Name: Courtney Salic

What is your connection to Eugene School District:

Parent of a 4J student, former 4J student myself, local community member.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I really enjoyed serving on the Budget Committee for the past 3 years and would like to continue giving back to my community in this way. I am excited to be a voice for our community and students.

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

DEI plays an important role in the budget committee's work as the budget needs to be a reflection of the needs of all students and staff and not just the majority.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I have worked in Finance for the past 15 years which helps me understand the budget process at a more in-depth level. Additionally, I served on the Budget Committee from the 2023/24-2025/26 school years, including during 2 of the most difficult budget seasons 4J has had in many years.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I would bring the community perspectives to the Budget Committee by actively listening during the public and staff comment portions of the meeting, writing down the key points that are being addressed with their comments, and bring these up as discussion points during the Budget Committee meetings to ensure the comments are being addressed.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have worked in Finance for the past 15 years in both the for profit and non-profit sectors.

Name: Debra Smith

What is your connection to Eugene School District:

My connection to 4J is both personal and longstanding. My children attended schools throughout the district, including Evergreen, Santa Clara and Gilham elementary schools; Cal Young, Spencer Butte and Madison middle schools; and North, South and Sheldon high schools. As a result, I have had firsthand experience with a wide range of schools, neighborhoods and school communities across 4J.

I also previously served for several years on the 4J Budget Committee during George Russell's tenure as superintendent and later served on a 4J Capital Advisory Committee that helped inform a district bond measure.

Eugene has been my community for many years, and 4J has been an important part of my family's experience here. I would value the opportunity to serve the district again.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I am interested in serving because public education is fundamental to the strength of a community, and budgeting is one of the most important ways an organization turns its values and priorities into action.

I have spent much of my career working with complex public-sector budgets and understand how difficult it can be to make thoughtful choices when needs exceed available resources. I also understand the importance of transparency, long-term financial discipline and making decisions that can be clearly explained to the public.

What most interests me is the opportunity to dig into the district's current financial challenges, understand the tradeoffs, ask good questions and help ensure that limited resources are directed toward the district's highest priorities. Having served on the committee previously, I also know that the work requires both financial rigor and an appreciation for the real-world impact budget decisions have on students, families and employees. I would welcome the opportunity to contribute that perspective again.

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

I see diversity, equity and inclusion as an important part of responsible budgeting. A budget is not simply a financial document; it is also a statement of priorities, and resource decisions can affect students and school communities differently.

For the Budget Committee, that means asking not only whether a proposal is financially sound, but also who benefits, who may be disproportionately affected, and whether all students have meaningful access to the opportunities and support they need to succeed.

I believe this work should be grounded in data, informed by community perspectives and integrated into the overall decision-making process rather than treated as a separate consideration. Financial discipline and equity are not competing objectives. Good public budgeting requires both: careful stewardship of limited resources and thoughtful attention to the consequences of the choices being made.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring a combination of senior leadership, extensive financial and budgeting experience, prior service on the 4J Budget Committee, and a long personal connection to the district.

I served on the 4J Budget Committee for several years during George Russell's tenure as superintendent, so I understand both the responsibilities of the committee and the importance of thoughtful, transparent stewardship of public resources. I also served on a 4J Capital Advisory Committee that helped inform a prior bond measure.

My connection to 4J is also personal. My adult children attended schools across the district, including North, South and Sheldon high schools; Cal Young, Spencer Butte and Madison middle schools; and Evergreen, Santa Clara and Gilham elementary schools. That experience gave me firsthand exposure to a broad range of 4J schools and communities.

Professionally, I have spent much of my career in senior executive and CEO roles with significant responsibility for budgets, financial planning, public accountability and long-term decision-making. I believe that combination of financial experience, institutional knowledge and community perspective would allow me to contribute meaningfully to the Budget Committee.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I am an engaged member of the Eugene community with deep connections through extended family, friends, colleagues, volunteer activities, church, and the University of Oregon community. I am an active Track & Field volunteer, I attend church regularly, my husband is a longtime University of Oregon employee, and I have also consulted for the University.

If selected, I would be intentional about using those relationships to listen to community perspectives and better understand how budget decisions are affecting students, families, employees, and the broader community. I would also look for opportunities to explain the work of the Budget Committee in clear, accessible language and encourage people to participate in the process.

I am a strong public speaker and communicator, but I also believe effective community engagement begins with listening. I would see my role as helping information move in both directions—bringing community perspectives into the Budget Committee's work and helping the community better understand the choices, constraints, and priorities involved in the district's budget.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have extensive experience in finance, accounting, budgeting and financial management. I earned a business degree with an emphasis in finance and began my career working in accounting and controller roles.

During my 17 years at EWEB, I served in a number of increasingly senior positions, including Senior Staff Accountant, Risk Manager, Chief Financial Officer and Assistant General Manager. I subsequently served as General Manager of Central Lincoln PUD and as General Manager and CEO of Seattle City Light.

Throughout my career, I have been responsible for developing, reviewing and overseeing large and complex public-sector budgets, long-term financial planning, risk management, financial reporting and the stewardship of public resources. I have also worked extensively with governing boards and public processes around financial decision-making.

Name: Abbie Stillie

What is your connection to Eugene School District:

Parent of two 4J students and former budget committee member.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

Having served on the budget committee for three years, I've seen how valuable community members can be in the budget review process. I found that I can come at the budget with an independent perspective, asking questions those more deeply involved in the process may not think to ask or may not be positioned to ask. With this experience, I understand the budget and the process even better and can ask more informed questions. My goal is to better inform the public and ensure that the district is looking at the budget from all angles.

I look forward to scrutinizing every aspect of the budget and ensuring we are doing what we can to minimize impact on our students and staff. I also enjoy sharing the work of the budget committee with the community.

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

Diversity, equity, and inclusion are central to the budget committee's work. As we approach the budget and make recommendations, we must always keep in mind how the decisions we are recommending affect the whole of our district, not just the loudest or most influential voices, and hear from a range of perspectives. Last year's budget roadshows were instrumental in informing all school district stakeholders, and I thought it was a great way to make the process more inclusive. Budget reduction decisions, such as reducing free lunch availability, often have the most profound effect on our most vulnerable students. With more reductions ahead, it's important to find ways to lessen the negative effects these decisions have on our students who rely on our schools the most.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I have been involved in 4J schools for more than 10 years, serving a variety of elected roles in the Howard Elementary PTO, as well as being involved in the Kelly parent group and North Eugene

parent group. I have served on site council at all three schools as well. Following my children through all three levels of 4J has given me perspective on the needs of students at every level, as well as allowing me to build connections with teachers, staff, and families across the district. I have served on the budget committee for the past three years, so I also have a working knowledge of the district budget and the policies that govern it.

As a communications professional and former journalist, I believe strongly in the power of a connected community. I work to bring my community together through sharing information and connecting people I think should know each other. As a member of the budget committee, I use my communications skills to make complex budget information clear and accessible, so more families are informed and can weigh in on the decisions the district faces.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I am always excited to talk about the budget with anyone who is interested, and have regularly shared information with parent groups at the schools my children attend. I encourage people to get involved, to sign up for public comment and write emails to share their perspectives and questions. I seek out questions and input from teachers and staff, and try my best to represent them and the rest of the community in the questions and comments I bring to the budget committee.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have three years of experience serving on the 4J budget committee. I previously served as a finance committee member on the Eugene Science Center board, and as president and treasurer of Howard Elementary PTO, a 501(c)(3), where I managed the budget and financial reporting. I have a graduate certificate in nonprofit management from the University of Oregon, where the coursework included classes on financial management for nonprofits.

Budget Committee Finalist - Votes | Round 1	Tom Di Liberto	Rick Hamilton	Jenny Jonak	Morgan Munro	Judy Newman	Maya Rabasa	Ericka Thessen	
~~Pamela Culbertson~~								~~0~~
Scott Fellman	1	1	1	1	1			5
~~Bonnie Glass~~							~~1~~	~~1~~
Kristin Rush	1	1	1			1	1	5
Courtney Salic	1		1	1	1	1	1	6
Debra Smith		1		1	1	1		4
Abbie Stillie	1	1	1	1	1	1	1	7

VOTES RECEIVED

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Tom D. Lilard **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	
Kristin Rush	X
Courtney Salic	X
Debra Smith	
Abbie Stillie	X

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Rick Hamilton **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	✓
Bonnie Glass	
Kristin Rush	✓
Courtney Salic	
Debra Smith	✓
Abbie Stillie	✓

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Jenny Jonuk **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	
Kristin Rush	X
Courtney Salic	X
Debra Smith	
Abbie Stillie	X

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Morgan Munro **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	✓
Bonnie Glass	
Kristin Rush	
Courtney Salic	✓
Debra Smith	✓
Abbie Stillie	✓

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Judy Newman **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	
Kristin Rush	
Courtney Salic	X
Debra Smith	X
Abbie Stillie	X

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Maya Rabasa **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	
Bonnie Glass	
Kristin Rush	X
Courtney Salic	X
Debra Smith	X
Abbie Stillie	X

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Ericka Thesen **Ballot Round #** 1

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	
Bonnie Glass	✓
Kristin Rush	✓
Courtney Salic	✓
Debra Smith	
Abbie Stillie	✓

Budget Committee Finalist - Votes | Round 2	Tom Di Liberto	Rick Hamilton	Jenny Jonak	Morgan Munro	Judy Newman	Maya Rabasa	Ericka Thessen	
Scott Fellman	1	1	1	1	1			5
Kristin Rush	1	1	1			1	1	5
Courtney Salic	1		1	1	1	1	1	6
Debra Smith		1		1	1	1	1	5

VOTES RECEIVED

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Tom **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	X
~~Courtney Salic~~	
Debra Smith	
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Rick **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	✓
~~Bonnie Glass~~	
Kristin Rush	
~~Courtney Salic~~	
Debra Smith	✓
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Jenny **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	X
~~Courtney Salic~~	
Debra Smith	
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Morgan **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Gulbertson~~	
Scott Fellman	✓
~~Bonnie Glass~~	
Kristin Rush	
~~Courtney Salic~~	
Debra Smith	✓
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Judy **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	
~~Courtney Salic~~	
Debra Smith	X
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Maya **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	
Bonnie Glass	
Kristin Rush	X
Courtney Salle	
Debra Smith	X
Abbie Stillie	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Ericka **Ballot Round #** 3

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

CANDIDATES PLEASE CHOOSE 4	
Pamela Culbertson	
Scott Fellman	
Bonnie Glass	
Kristin Rush	✓
Courtney Salic	
Debra Smith	✓
Abbie Stillie	

Budget Committee Finalist - Votes | Round 3	Tom Di Liberto	Rick Hamilton	Jenny Jonak	Morgan Munro	Judy Newman	Maya Rabasa	Ericka Thessen	
Scott Fellman	1	1	1	1	1			5
~~Kristin Rush~~	~~1~~		~~1~~			~~1~~	~~1~~	4
Debra Smith		1		1	1	1	1	5

VOTES RECEIVED

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Tom Delberto **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	X
Courtney Salic	X
Debra Smith	
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Rick Hamilton **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	✓
~~Bonnie Glass~~	
Kristin Rush	✓
Courtney Salic	
Debra Smith	✓
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Jenny Jonak **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	X
Courtney Salic	X
Debra Smith	
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Morgan Murray **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	✓
~~Bonnie Glass~~	
Kristin Rush	
Courtney Salic	✓
Debra Smith	✓
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Judy Newman **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	X
~~Bonnie Glass~~	
Kristin Rush	
Courtney Salic	X
Debra Smith	X
~~Abbie Stillie~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Maya Rabara **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	
~~Bonnie Glass~~	
Kristin Rush	X
Courtney Salic	X
Debra Smith	X
~~Abbie Stiffe~~	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Bricka Thesser **Ballot Round #** 2

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

CANDIDATES PLEASE CHOOSE 4	
~~Pamela Culbertson~~	
Scott Fellman	
~~Bonnie Glass~~	
Kristin Rush	✓
Courtney Salic	✓
Debra Smith	✓
~~Abbie Stillie~~	

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting:
October 21, 2026

Title:
Approve Resolution 2026-27-05 Directing the Development of a Sustainable Budget and Authorizing a Reduction in Force

Presenter:
Dr. Miriam Mickelson, Superintendent

Background:
The district faces a $16 Million operating deficit for the present school year, and is projecting an additional operating deficit for the 2027-28 fiscal year, making it necessary for the Superintendent and the Board to make a number of strategic financial decisions in advance of the preparation of a budget document. These decisions must be made starting this winter in order to allow impacted staff the opportunity to plan and prepare, and to enable the district to implement budget reduction strategies in a timely, planful manner.

Approval of this resolution provides direction to the Superintendent to present a budget reduction plan, components of which will be presented in future Board meetings for information or approval.

Approval of this resolution will support the Superintendent by affirming that a reduction in force for the 2027-28 school year is necessary, thereby providing her critical guidance in the planning process. The resolution affirms that the Superintendent is authorized to, and shall, determine which positions are to be eliminated for the 2027-28 school year; the overall levels of FTE reduction will be authorized by the Board at a later meeting. Finally, the resolution directs that the Superintendent prepare a proposed 2027-28 proposed budget that reflects the Board-authorized reductions.

Options and Alternatives:
Proposed revisions to the resolution, if any, can be discussed at the meeting.

Recommendation:
The Superintendent recommends the Board adopt Resolution 2026-27-05.

RESOLUTION NO. 2026-27-05

Directing the Development of Sustainable Budget Options;
Authorizing a Reduction in Force

WHEREAS,

1. A foundational responsibility of the Eugene School District 4J Board of Directors is to provide prudent stewardship of district resources to best support student success and educational equity; and
2. As a public agency, the district must comply with ORS 294.456 which requires that adopted expenses not exceed available funds; and
3. The district is projected to face a preliminary, estimated structural deficit of between $30M and $35M for the 2027-2028 fiscal year; and
4. ORS 342.934 requires district administration to make several staffing-related decisions before laying off licensed teacher staff; and
5. Due to the anticipated scale of reductions required for fiscal year 2027-2028, it is necessary for the Board to authorize reductions to staffing, services and programs in advance of the development of the budget document; and
6. Superintendent Mickelson recommends that the Board declare that a reduction in force will be necessary for the fiscal year 2027-2028; and
7. The Board wishes that strategic budget reduction process and planning be completed by March 17, 2027 so as to:
    a. guide the development of the 2027-28 recommended final budget for the Budget Committee;
    b. provide impacted district staff the opportunity to plan and prepare; and
    c. enable the district to implement such strategies in a timely and planful manner.

NOW THEREFORE BE IT RESOLVED,

1. The Board directs the Superintendent to present to the Board, for information or approval, proposed levels of position reductions, program and service eliminations or reductions, high school bell schedule change, and other cost-saving measures the Superintendent deems advisable, according to the following schedule:
    - Phase 1 (by December 16, 2026): The first phase of reductions will be presented to the school board.
    - Phase 2 (by February 17, 2027): The second phase of reductions will be presented to the school board.
    - Phase 3 (by June 23, 2027): Staff will seek board guidance on exploring long-term financial sustainability strategies that would enable the district to be financially sustainable in FY 2028-2029 and beyond.
2. The Board authorizes the Superintendent to plan a reduction in force for the 2027-28 fiscal year, including determining the overall reduction levels for final Board approval at a later date. The Superintendent is authorized to and shall determine which positions are to be eliminated within the levels to be authorized by the Board.

3. The Board directs the Superintendent to present a proposed balanced 2027-2028 budget to the Budget Committee and the board that will reflect board-authorized reductions.

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

_____
Ericka Thessen, Board Chair
Board of Directors, Eugene School District 4J

Preliminary Forecast Outlook FY2027-28

October 21, 2026

TONIGHT'S MESSAGE

- Path to sustainability
- Current operational deficit
- Forecast @ 8.5% increase in SSF
- Forecast @ 4.5% increase in SSF

FY 2028 BUDGET FORECAST

Path to Fiscal Sustainability in Support of Student Learning

Eugene School District 4J

BUDGET GAP – WHY?

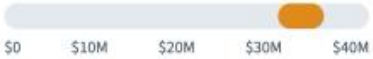
- **One-time ESSER funds that paid for positions are gone**
- **Declining enrollment**
  ~600 fewer students this year than last October
- **State funding not keeping up with rising costs and complex student needs**

Last year we reduced 265 FTE, but we still have a $16M deficit carried over from last year.

THE FORECAST

Projected FY 2028 deficit

$30M–$35M



PRELIMINARY SUBJECT TO CHANGE

The deficit is based on several assumptions.

NOT YET KNOWN

- State School Fund for next biennium (known when the session ends in June)
- Exact increase related to upcoming bargaining
- PERS costs
- Federal budget reductions

THE PATH FORWARD

Engagement is built into the reduction planning process. Staff, students and community will have a chance to weigh in.

OCT. 21
Board vote
Reduction in Force resolution

DECEMBER
Phase 1
Bell schedule, leadership positions, district department reductions

FEBRUARY
Phase 2
Building-level licensed and classified, class size adjustments

SPRING
Phase 3
Long-term financial sustainability strategies

MAY–JUNE
Approval
Budget Committee and Board approve the budget. Plans may be adjusted once state funding is confirmed.

GUIDING PRINCIPLES

Prioritize direct student services
Minimize impact on direct, student-facing services.

Align staffing with enrollment
Align overall staffing with declining student enrollment.

Limit one-time fixes
Favor sustainable strategies that lead to long-term stability.

Figures are preliminary, based on several assumptions, and subject to change. State school funding will be known when the legislative session ends in June.

2026-27 Budget Deficit

Total Revenues – $258,600,000
Total Expenditures - $274,990,000
Surplus/Deficit - $-16,390,000

Gap filled with - $10,000,000 one time funds from Facilities reserve,
$2,900,000 building sales revenue,
$3,490,000 draw down of fund balance

Forecast @ 8.5% increase in SSF

Total Revenues – $263,000,000

Total Expenditures - $292,600,000

Surplus/Deficit - $-29,600,000

Forecast @ 4.5% increase in SSF

Total Revenues – $257,600,000

Total Expenditures - $292,600,000

Surplus/Deficit - $-35,500,000

SSF Revenues approximately flat but decreased interest and high cost disability revenues.

Questions?

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting:
October 21, 2026

Title:
Fall Board Self-Assessment

Presenter:
Ericka Thessen, Board Chair

Background:
The Board has expressed an interest in establishing a regular process for assessing its effectiveness as a governing body. A Board self-assessment provides an opportunity for Board members to reflect on their collective work, identify strengths, and consider areas where governance practices can be strengthened.

The self-assessment is intended to support continuous improvement and effective governance. It is a reflection of the Board as a whole and is not intended to evaluate individual Board members.

Fiscal Impact:
There is no anticipated fiscal impact associated with conducting the Board Self-Assessment.

Policy Implications:
The Board Self-Assessment supports the Board's responsibility for effective governance, oversight, and continuous improvement.

Board Self Assessment – brief short tool

Rubric:
N/A
0- did not meet
1- partially met
2- mostly met
3- met
4- exceeded

Metric #1: have we made decisions in line with our agreed upon board core values:

- We are student-centered
- We are Welcoming
- We are Curious
- We are Gracious
- We are Compassionate
- We are respectful
- We are accountable

Rating score 0-4

Examples in support:

Areas we need to improve:

Metric #2: have we centered students in our governance decisions and deliberations: Students

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

Rating score 0-4

Examples in support:

Areas we need to improve:

Metric #3: have we centered staff and their wellbeing in our governance and deliberations:

Staff

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

Rating score 0-4

Examples in support:

Areas we need improvement:

Metric #4: have we centered the community in our governance and deliberations:

Community

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

Rating score 0-4

Examples in support:

Areas we need improvement:

Metric #5: have we centered leadership in our governance and deliberations:

Leadership

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

Rating score 0-4

Examples in support:

Areas we need improvement:

Eugene School District 4J
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Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:
October 21, 2026

Title:
Consider for Approval Revisions to Policy BDD – Board Meeting Procedures

Presenter:
Carmen Xiomara Urbina, Chief of Staff

Background:
Board Policy BDD, Board Meeting Procedures, was last revised/readopted on February 1, 2023. In response to revisions to the OSBA model policy, the Policy Workgroup met to review and discuss proposed updates. This item presents the workgroup's discussion and the proposed revisions. No policy approval is requested at this meeting.

The proposed revisions address quorum, votes needed to exercise Board powers, recording votes, conflict-of-interest abstentions, properly noticed meetings, and parliamentary procedure. The parliamentary language clarifies that the Board may discuss a topic before a motion is made, while a motion must be seconded before the Board discusses or votes on that motion. It also addresses speaking opportunities, motions to close or limit debate, extensions of debate, and unanimous consent.

Options and Alternatives:
The Board may choose to accept revisions to Policy BDD – Board Meeting Procedures.
The Board may wish to direct staff to make further revisions.

Recommendation:
The Superintendent recommends that the board approve revisions to Policy BDD – Board Meeting Procedures.

Eugene School District 4J

Code: BDD
Adopted: 7/02/73
Revised/Readopted: 4/16/80; 9/07/88; 9/06/89; 12/21/05; 8/02/17; 2/01/23; XX/XX/26
Orig. Code: BDD; 1840

Board Meeting Procedures

Board Review Key: Bold black text = proposed addition or replacement language. ~~Red strikethrough text = proposed deletion~~ *(this highlighted area will be removed once policy is adopted).*

1. Quorum

~~A quorum will consist of the majority of the Board members.~~ **Any four members of the Board shall constitute a quorum.**

2. Vote Needed for Exercise of Powers

The affirmative vote of ~~a majority of Board members,~~ **four Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.**

3. Board Member Voting

~~Each member's vote on all motions will be recorded in the minutes.~~**The results of all votes shall be recorded, including the vote of each member by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.**

4. Abstaining from Vote

~~If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board member will state the reason for the abstention and such abstention will be recorded.~~**Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.**

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at ~~duly called regular or special~~ **properly noticed** meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order Newly Revised, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. ~~Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board, and motions to close or limit debate will be acceptable, and discussion on any topic will end after each member has had two opportunities to speak, unless a motion is made, seconded and approved to extend debate on the topic.~~ **The Board may engage in general discussion of a topic before a motion is made. A motion must be seconded before the Board may discuss or vote on it. A member may speak twice on a topic.**

Motions to close or limit debate, including limits on the number of times a member may speak, remain in order. The Board may approve a motion to extend debate or act by unanimous consent under these procedures.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow Robert's Rules of Order will not invalidate a lawful Board decision.

END OF POLICY

Legal Reference(s):

ORS 192.650
ORS 244.120(2)
ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.107
OAR 199-050-0005(9)
OAR 199-050-0055
38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

Eugene School District 4J
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ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:
October 21, 2026

Title:
Consider for Approval Readoption of Policy BDDG – Recording and Minutes of Board Meetings

Presenter:
Christine Nesbit, General Counsel

Background:
There have been some changes to Oregon Public Meetings laws and regulations over the last few years, including those related to electronic storage and publication of board meeting minutes and video recordings.

The Superintendent is recommending deletion of current board policy BDDG – Minutes of Board Meetings, and a readoption of new board policy BDDG, entitled Recordings and Minutes of Board Meetings.

The proposed policy includes language that is consistent with new legal requirements.

Options and Alternatives:
The Board may choose to delete existing Policy BDDG and readopt the proposed Policy BDDG – Recording and Minutes of Board Meetings. The Board may wish to direct staff to make further revisions.

Recommendation:
The Superintendent recommends that the board delete the existing Policy BDDG-Minutes of Board Meetings and adopt Policy BDDG – Recording and Minutes of Board Meetings.

Eugene School District 4J

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02; 8/02/17; 9/04/24; XX/XX/26
Orig. Code: BDDG; 1930; 1930.1

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format[1]. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form[2].

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;

2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name for all actions taken[3];

4. The substance of any discussion on any matter; and

5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes[4] of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS

[1] Oregon Administrative Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

[2] Oregon Administrative Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

[3] If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

[4] "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2).

332.061 shall contain only material not excluded under ORS 332.061(2) and information[5] will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

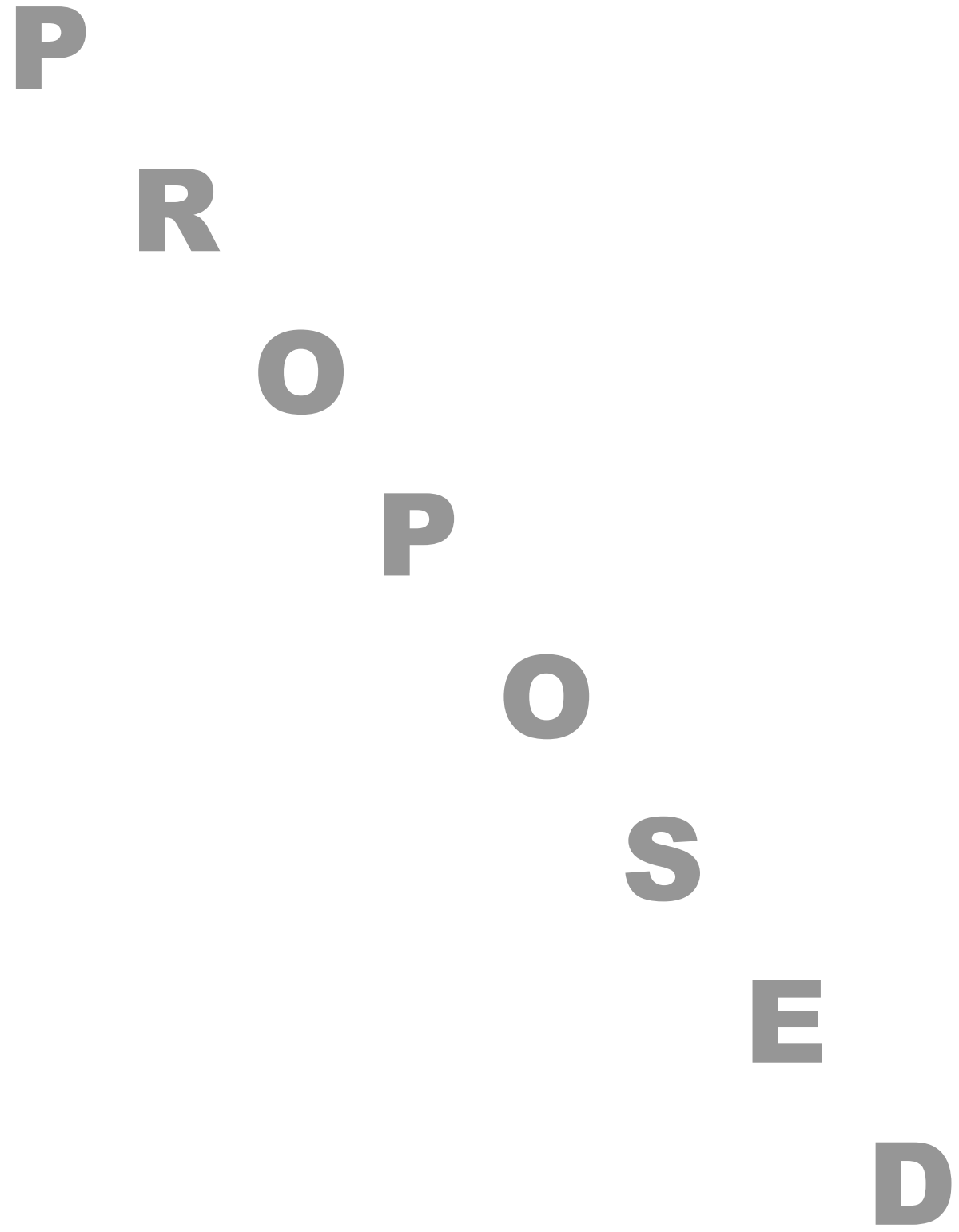
END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.061
OAR 166-017-0005 - 0095
OAR 166-400-0010(9)
OAR 199-050-0060

PROPOSED

[5]ORS 332.061 prohibits the disclosure of:
1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.


PROPOSED

Eugene School District 4J

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02; 8/02/17; 9/04/24
Orig. Code: BDDG; 1930; 1930.1

Minutes of Board Meetings

Minutes of the proceedings of all Board meetings shall be maintained as follows:

1. The district clerk shall record all the proceedings of the Board meetings;

2. The minutes of any meeting shall be approved by the Board at a regular meeting;

3. The clerk shall prepare the minutes of all meetings, except executive sessions, in a timely manner and mail or deliver them to the members of the Board at least 48 hours before the regular meeting at which they will be approved. The clerk will maintain recordings of all executive sessions;

4. After the minutes have been approved they become the official minutes and shall be signed by the chair and the clerk.

The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;

2. All motions, proposals, resolutions, orders and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name;

4. The substance of any discussion on any matter;

5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy[1] of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in

[1] Oregon Administrative Rule 166-400-0010(9)

Delete

the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.710 ORS 332.061

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

Cross Reference(s):

BDC – Executive Sessions

Delete

Eugene School District 4J
200 North Monroe Street
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ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:
October 21, 2026

Title:
Consider for Approval Revisions to Policy CBG – Evaluation of the Superintendent

Presenter:
Christine Nesbit, General Counsel

Background:
Oregon law requires that public agencies provide notice to their chief executive officer prior to entering executive session for the purpose of conducting a performance evaluation for the officer. Proposed revisions to policy CBG – Evaluation of the Superintendent set forth those notice requirements.

This is considered a “required” policy by Oregon School Board Association (OSBA).

Options and Alternatives:
The Board may choose to accept revisions to CBG – Evaluation of the Superintendent.
The Board may wish to direct staff to make further revisions.

Recommendation:
The Superintendent recommends that the board approve revisions to Policy CBG – Evaluation of the Superintendent at a future meeting.

Eugene School District 4J

Code: CBG
Adopted: 2/17/16
Revised/ Readopted: 8/02/17; 9/04/24; XX/XX/26
Orig. Code(s): CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the superintendent's job duties described in the superintendent's contract, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.[1] Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660~~(2)(i), (8)~~
ORS 332.107
ORS 332.505

OAR 199-040-0027
OAR 199-040-0030
OAR 581-022-2405

[1] Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the Board;
b. The time, date and location of the meeting;
c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
d. Information on how the superintendent may make a request for an open hearing.

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

~~**Cross Reference(s):**~~
~~BDC - Executive Sessions~~
~~CBA - Qualifications and Duties of District Superintendent~~

Eugene School District 4J

Code: DBEA
Adopted: 1/03/18
Revised/Readopted: 11/01/23; XX/XX/26

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and seven electors[1] appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.[2] The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

[1] An "elector" means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment.

[2] The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:
October 21, 2026

Title:
Consider for Approval Revisions to Policy DBEA – Budget Committee

Presenter:
Christine Nesbit, General Counsel

Background:
Earlier this year the Oregon Legislature enacted HB 4066, modifying the requirement that a member of the educational equity advisory committee serve on the district's budget committee. Specifically, the Legislature clarified that the requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.

The revision to policy DBEA–Budget Committee reflects this legislative change.

Proposed revisions were reviewed with the Superintendent's Policy Work Group on September 29th.

Options and Alternatives:
The Board may choose to accept revisions to Policy DBEA–Budget Committee or direct staff to make further revisions.

Recommendation:
The Superintendent recommends that the board approve revisions to DBEA–Budget Committee at a future meeting.

Eugene School District 4J
200 North Monroe Street
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ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:
October 21, 2026

Title:
Consider for Approval Revisions to Policy GBA – Equal Employment Opportunity

Presenter:
Christine Nesbit, General Counsel

Background:
Senate Bill 808 (2025) amended ORS 408.225 and 408.235, related to preferences in hiring and promotion for veterans and disabled veterans, by extending it to include current servicemembers and honorably discharged former servicemembers of the Oregon National Guard. This legislation became effective January 1, 2026.

Revisions to Policy GBA – Equal Employment Opportunity reflect the addition of current and former servicemembers of the Oregon National Guard to existing hiring preferences.

Additionally, OAR 581-022-2405 requires district to have policies regarding equal employment opportunities and action. Language has been added to more clearly meet these requirements.

Options and Alternatives:
The Board may choose to accept revisions to Policy GBA – Equal Employment Opportunity. The Board may wish to direct staff to make further revisions.

Recommendation:
The Superintendent recommends that the board approve revisions to Policy GBA – Equal Employment Opportunity at a future meeting.

Eugene School District 4J

Code:	GBA
	12/18/96; 7/02/73
Revised/Readopted:	8/15/77; 3/07/84; 6/26/91; 12/18/96; 10/24/18; 1/15/20; 5/22/22: XX/XX/26
Orig. Code:	GBA; 2420; 2425; 2430

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status[2], service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

~~The superintendent will designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees. The superintendent will also appoint an employee to serve as the compliance coordinator for the Americans with Disabilities Act, the Americans with Disabilities Amendments Act (ADA), Section 504 of the Rehabilitation Act and Title IX of the Education Amendments.~~

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent or designee will develop ~~administrative regulations and~~ other specific ~~recruiting~~recruitment, interview~~ing~~ and evaluation procedures ~~as are~~ necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination.

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[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. A protective hairstyle means a hairstyle, hair color or manner of wearing hair that includes but is not limited to braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

[2] ~~The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.~~

END OF POLICY

Legal Reference(s):

ORS 174.100
~~ORS 243.317 – 243.323~~05
ORS 326.051
ORS 332.505
~~ORS 342.934~~
ORS 408.225 – 408.237
~~ORS 408.230~~
~~ORS 408.235~~
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
~~ORS 659A.040~~
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
~~ORS 659A.233~~
~~ORS 659A.236~~
~~ORS 659A.309~~
~~ORS 659A.321~~
~~ORS 659A.409~~
ORS 659A.820

OAR 581-021-0045
OAR 581-022-2405
~~OAR 839-003-0000~~
OAR 839-006-0435 - 0480
~~OAR 839-006-0440~~
~~OAR 839-006-0450~~
~~OAR 839-006-0455~~
~~OAR 839-006-0460~~
~~OAR 839-006-0465~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018~~2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2018~~2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2018~~2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2018~~2024); 34 C.F.R. Part 104 (~~2019~~2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683~~, 1701, 1703-1705, 1720~~ (~~2018~~2024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act ~~of 1990~~/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (~~2018~~2-2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 (~~2019~~2025).
~~Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).~~
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2018~~2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2018~~2024).
~~Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).~~
~~Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).~~
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (~~2018~~2024).