

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid
 (in-person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, September 17, 2025

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

Public Comment at Work Sessions:

Up to 5 community members will be scheduled to provide public comment at each work session, with a 3-minute time limit per speaker. Comments at work sessions may only address topics (a consent, action, or information agenda topic below) listed on the published agenda for that day's meeting (comments on other topics may be provided at regular board meetings or emailed to the board at board@4j.lane.edu)

Each employee group is invited to speak for up to 3 minutes, focused on a consent, action, or information agenda topic below, and may choose - at the recognition of the Chair - to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.

**6:00 PM
 Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Public Comment
 Up to five (5) community members are invited to speak focused on a consent, action, future action, or information agenda topic below. Individual speakers are limited to 3 minutes and cannot give their time to another speaker. Speakers may offer objective comments or criticism about the meeting agenda topics listed below.
- V. Comments by Employee Groups
 Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
 EEA (Eugene Education Association)
 OSEA (Oregon School Employees Association)
 MAPS (Managers, Administrators, Professionals & Supervisors)
- VI. **Consent Group — Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes for: 3
 – August 20, 2025 Work Session
 - 2. Approve Routine Personnel Actions 13
 Presenter:
 Brooke Wagner, Assistant Superintendent of Administrative Services
 - 3. Fifth Grade Outdoor School Contracts for Coyote Outdoor School and 15
 Camp Tamarack
 Presenters:
 Erin Gaston, Elementary Curriculum & MTSS Administrator

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	4. Bond Project – South Eugene High School Window Replacement - Design	18
	Presenter: Ryan Spain, Director of Facilities	
VII.	Items for Information	
	1. Receive an update on the Superintendent's Policy Work Group	19
	Presenter: Miriam Mickelson, Superintendent	
	2. Receive the Integrated Guidance/Programs (IG) 2024-25 Annual Report	23
	Presenters: Larry Williams, Assistant Superintendent of Instruction & Access Judy Jesiah, Manager of Financial Stewardship & Compliance (State & Federal Grants)	
	3. Receive Monthly Finance Report	31
	Presenter: Matt Brown, Director of Financial Services	
VIII.	Items for Action	
	1. Nomination for Oregon School Boards Association (OSBA) Election	43
	Presenter: Tom Di Liberto, Board Chair	
	2. Approve the Budget Committee selection process for 2025-26	46
	Presenter: Tom Di Liberto	
	3. Approve the revised 2025-26 Board Working Agreements	48
	Presenter: Tom Di Liberto, Board Chair	
IX.	Items for Action at a Future Meeting	
	1. Review for approval the 2025-26 Board Goals	52
	Presenter: Ericka Thessen, Vice Chair	
	2. Consider the approval of the 2025-26 Superintendent Evaluation Process	54
	Presenter: Tom Di Liberto, Board Chair	
	3. For consideration, board election format	
	Presenter: Judy Newman, Board Member	
X.	Adjourn Work Session	

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
September 17, 2025

Title:
Approve the DRAFT Board Meeting Minutes for:

- August 20, 2025 Work Session

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

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

Date: August 20, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a work session at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on August 15, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

Jenny Jonak

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Seth Pfaefflin, Director of Student Services
Christine Nesbit, General Counsel
Casandra Kamens, Curriculum Administrator of Summer Learning
Kat Lange, Executive Director of Youth and Family Support
Brooke Wagner, Assistant Superintendent for Administrative Services
Kate Marrone, Director of Human Services
Larry Williams, Assistant Superintendent of Instruction and Access
Kelly McIver, Director of Communications
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

None

EMPLOYEE GROUPS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)

OTHER GUESTS:

None

MEDIA:

KRVM

I. CALL TO ORDER AND ROLL CALL

Vice Chair Thessen called the work session to order at 6:01 p.m. She said the names of the members present.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

There were none.

IV. COMMENTS BY EMPLOYEE GROUPS

There were none.

V. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: AUGUST 4, 2025 – BOARD RETREAT

2. APPROVE ROUTINE PERSONNEL ACTIONS

MOTION: Ms. Munro moved to approve the consent group. Mr. Hamilton seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VI. ITEMS FOR INFORMATION

1. REVIEW OF EUGENE SCHOOL DISTRICT 4J SUMMER PROGRAMS

Curriculum Administrator of Summer Learning Casandra Kamens provided a review of Eugene School District 4J Summer Programs via PowerPoint presentation, including information about the following eight programs:

1. Summer Enrichment and Academic Learning (S.E.A.L)
2. Kids in Transition to School (KITS)
3. Kelly SSA Program
4. Middle School Bridge
5. Extended School Year (ESY)
6. High School Credit Recovery

7. Summer Intensives Program (SIP)
8. High School Bridge

She highlighted the following statistics:

- 66.5% of participating high school students were 9th graders, 10% were 10th graders, 15% were 11th graders, and 5% were 12th graders
- 19% of participating high school students were on a 504, 11.5% were special education (SPED) students, 5% were English language learners (ELL) students, and 37% were students of color
- 47% of participating K5 students were students of color

She highlighted the following for S.E.A.L:

- 290 students
- 1 teacher, 1 EA per classroom
- Music, PE
- 18 days, 6 hours-day
- Community Partners: *Lane Arts Council, SMART Reading, School Garden Project, National Inventors Hall of Fame*

She highlighted the following for KITS:

- 76 students
- 4 classrooms across 2 school sites (Howard and Chavez)
- Each classroom this year:
 - 18-20 students
 - 1 lead educator
 - 3 supporting staff
 - 1 Inclusion EA
 - Focus on school routines, early literacy, and social skills development
 - Weekly parent group

She highlighted the following for ESY:

- 67 students (K – 18+)
- Students received 36 hours of instruction time
- ESY is an opportunity to focus on specific academic skills

She highlighted the following for Kelly Middle School SSA:

- 50 students (incoming 6th and 7th graders)
- Spanish immersion cohort
- Neighborhood cohort

She highlighted the following for Middle School Bridge:

- Students received 12 hours of instruction time

- 15-30 students per middle school
- Focus on students who would benefit the most from transition support
- 7 middle schools
- Introduce students to the school environment
- Build initial comfort and familiarity
- Foster early relationship connection

She highlighted the following for High School Bridge:

- AM and PM cohorts, 15 hours each
- 598 incoming 9th grade students served
- 299 potential credits earned
- Program is run at all four high schools
- Students are led through a variety of activities designed to build community, familiarize students with the campus and introduce them to key staff and Peer Navigators

She highlighted the following for Online Credit Recovery:

- Online Learning Labs are open for students at all four high schools
- Students access courses at any time online, but must attend in person for all tests
- 226 students participated
- Students can recover up to 10 credits in core subject areas

She highlighted the following for the Summer Intensives Program:

- 470 students enrolled
- 134 credits earned across 20 different classes
- Offers 9th and 10th grade credit recovery
- SIP for 9th – 12th grades

Ms. Kamens read quotes from participants and their parents, underscoring the positive impact of summer programming. She shared a short video on behalf of the S.E.A.L program.

Ms. Newman asked how students get to participate in summer programming (i.e. by recommendation, first come, first serve, etc.).

Ms. Kamens responded that all programs are a little different. She said ESY, S.E.A.L, and Middle School Bridge are invitation-only; KITS, SIP, and High School Bridge are open enrollment; and participants in the High School Credit Recovery program are invited via their school counselor.

Ms. Newman asked if there was any difficulty filling teaching positions.

Ms. Kamens said Middle School Summer Bridge and ESY faced some initial challenges.

Referring to the math component of summer intensives, Ms. Munro asked if the focus is getting students to be able to join 10th grade math with their peers.

Ms. Kamens responded that this summer the focus was to have students access the 9th grade standards, not necessarily to catch them up, but to teach them the algebra standards and recover an algebra credit.

Ms. Munro asked for more information about the summer programming budget.

Ms. Kamens referenced \$35 million put aside from the legislature for summer learning (i.e. state summer learning grant) but said 4J has not qualified for the past two years as they have not demonstrated as much need compared with other districts.

2. MONTHLY FINANCE REPORT

Finance Director Matt Brown presented a Monthly Finance Report for July 2025. He highlighted the following graphs via PowerPoint presentation:

- Enrollment Trends revealing a steady decline in enrollment
 - 14,600 students in 2024-25 versus roughly 16,000 students in 2022-23
- General Fund Revenue
- General Fund Expenses
- General Funds – Over/Under Monthly Spend
- All Funds – Financial Summary
 - The estimated beginning General Fund balance is roughly \$45 million

Ms. Munro asked for more information about what drives fluctuating enrollment trends.

Mr. Brown said he will contact Director of Research and Planning Oscar Loureiro.

Ms. Newman asked what was originally budgeted for the beginning fund balance.

Mr. Brown responded \$46.3 million.

Ms. Munro asked what they predict for the ending fund balance.

Mr. Brown responded they estimate roughly \$18 million.

Vice President Thessen added that monthly financial reports will be ongoing.

VII. ITEMS FOR ACTION

1. APPROVE REVISIONS TO POLICIES GBN/JBA – SEXUAL HARASSMENT AND JBA/GBN – SEXUAL HARASSMENT

General Counsel Christine Nesbit recommended approving revisions to Policy GBN/JBA – Sexual Harassment and Policy JBA/GBN – Sexual Harassment. She noted that they updated the policy to reflect that reporting can be made to all staff.

MOTION: Ms. Rabasa moved to approve revisions to Policy GBN/JBA – Sexual Harassment. Ms. Munro seconded. **The motion passed unanimously, 5:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

MOTION: Ms. Rabasa moved to approve revisions to Policy JBA/GBN – Sexual Harassment. Ms. Munro seconded. **The motion passed unanimously, 5:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE REVISIONS TO POLICY JFE – PREGNANT AND/OR PARENTING STUDENTS

Ms. Nesbit recommended approving revisions to Policy JFE – Pregnant and/or Parenting Students.

MOTION: Ms. Munro moved to approve revisions to Policy JFE as presented. Ms. Rabasa seconded. **The motion passed unanimously, 5:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. ADOPT POLICY GCBDF/GDBDF – PAID FAMILY AND MEDICAL LEAVE INSURANCE

Assistant Superintendent for Administrative Services Brooke Wagner and Director of Human Resources Kate Marrone recommended adoption of Policy GCBDF/GDBDF – Paid Family and Medical Leave Insurance.

MOTION: Ms. Rabasa moved to adopt Policy GCBDF/GDBDF – Paid Family and Medical Leave Insurance as presented. Ms. Munro seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. APPROVE REVISIONS TO POLICY GCBDA/GDBDA – FAMILY AND MEDICAL LEAVE

Ms. Wagner and Ms. Marrone recommended approving revisions to policy GCBDA/GDBDA – Family and Medical Leave.

MOTION: Ms. Munro moved to approve revisions to Policy GCBDA/GDBDA – Family and Medical Leave. Ms. Newman seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

5. APPROVE REVISIONS TO POLICY GCBDC/GDBDC – DOMESTIC VIOLENCE, HARASSMENT, SEXUAL ASSAULT, BIAS, OR STALKING LEAVE AND SAFETY ACCOMMODATION

Ms. Wagner and Ms. Marrone recommended approving revisions to Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation.

MOTION: Ms. Munro moved to approve revisions to Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation. Seconded by Mr. Hamilton. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

6. APPROVE REVISIONS TO POLICY IICA – FIELD TRIPS AND DISTRICT-REPRESENTED GROUP TRAVEL

Chief of Staff Carmen Xiomara Urbina recommended approving revisions to policy IICA – Field Trips and District-Represented Group Travel.

MOTION: Ms. Rabasa moved to delete Policy IICA and adopt the newly written Policy IICA – Field Trips and District-Represented Group Travel. Ms. Munro seconded. **The motion carried unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

7. APPROVE RESOLUTION NO. 2025-26-04 – ESTABLISHING BOARD COMMITTEES FOR THE 2025-26 SCHOOL YEAR

Ms. Nesbit recommended approval of Resolution No. 2025-26-04 – Establishing Board Committees for the 2025-26 School Year.

Ms. Newman asked if a resolution would need to be passed if a new committee forms during the school year.

Ms. Nesbit responded that a resolution would not be required, but the committee would need to be formally adopted by the BOD.

MOTION: Ms. Munro moved to approve Resolution No. 2025-26-04 – Establishing Board Committees for the 2025-26 School Year. Mr. Hamilton seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL REVISIONS TO POLICY CCG – EVALUATION OF ADMINISTRATORS

Assistant Superintendent for Instruction and Access Larry Williams and Ms. Marrone recommended future approval of revisions to Policy CCG – Evaluation of Administrators. Mr. Williams explained that the policy has been approved by the policy

workgroup and the Human Resources Director. The policy states that district administrators will be formally evaluated on their job performance at least once per year. The purpose is to assess administrators and assist them with developing and strengthening their professional abilities and improve the instructional programs and management of district schools and departments.

Mr. Williams and Ms. Marrone briefly responded to questions from the BOD. They clarified that the policy is for all administrators and that evaluations are conducted by licensed staff based on hierarchy (for example, directors oversee the evaluations of principals).

2. CONSIDER FOR APPROVAL REVISIONS TO POLICY JCCF – PEDICULOSIS (HEAD LICE)

Director of Student Services Seth Pfaefflin recommended the future of approval of revisions to Policy JCCF – Pediculosis (Head Lice). He explained that the policy is to align with the district’s non-exclusionary practices which have been in place since 2017.

3. EUGENE SCHOOL DISTRICT 4J ORGANIZATIONAL CHART

Dr. Mickelson presented a first read of the Eugene School District 4J Organizational Chart for the 2025-26 school year. She said the document guides district operations. It follows the same format as last year with a few minor adjustments, including the addition of the Finance Director to the Executive Leadership Team.

IX. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Ms. Munro stated that the Board is excited and hopeful for this coming school year and they appreciate all the work everyone is doing getting ready for it.

Vice Chair Thessen reported an upcoming change. The Comments by Individual Board Members section of the agenda will be used to summarize Committee Reports.

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

Mr. Hamilton suggested a briefing on school safety.

Superintendent Mickelson responded that School Safety Director Jennifer Bills will be presenting on the topic soon.

XI. ADJOURNMENT

Vice Chair Thessen adjourned the work session at 7:35 p.m.

Recorded by Terah Van Dusen, LCOG

Dr. Miriam Mickelson
District Clerk

Board Chair
Tom Di Liberto

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

September 17, 2025

Title

Approve Routine Personnel Actions

Presenter

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

Recommended Action

The superintendent recommends that the board of directors:

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

Employee ID	FTE
172491	1.00
163372	1.00

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

Employee ID	FTE
163109	0.80
164255	1.00
166034	1.00
167221	1.00
170852	1.00
171561	0.70
171645	1.00
171815	1.00
171818	1.00
171856	1.00
171869	1.00
171879	0.50
172013	1.00
172023	1.00
172115	1.00
172202	1.00

172510	0.50
172511	1.00
172522	1.00
172523	0.67
172524	0.20
172531	1.00
172532	1.00
172533	1.00

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

None.

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

Employee ID	Reason	Effective Date
170978	Resignation	06/16/2025
127547	Resignation	09/19/2025
171365	Resignation	09/05/2025
126821	Retirement	09/01/2025
136117	Retirement	09/01/2025



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

September 17, 2025

Title:

Fifth Grade Outdoor School Contracts for Coyote Outdoor School and Camp Tamarack

Presenters:

Erin Gaston, Elementary Curriculum & MTSS Administrator
Jeff Johnson, Director of Elementary Education

Background:

Since 2016, 4J has offered outdoor school to all 5th grade students at no cost to students through state grants (funded by Measure 99: Outdoor School for All). This past spring, the state legislature voted to reduce Outdoor School funding by 20%. The state has allocated \$628,512.41 to Eugene 4J along with Coburg Community Charter School, Ridgeline Montessori Public Charter, and The Village School.

The majority of the costs for Outdoor School will be covered by the Measure 99 grant. Remaining costs to 4J schools will be covered using district funds.

Charter schools will independently identify their own funding sources for any remaining costs. This is a one year commitment as our final budget allocations were not provided in time to change this year's programming. We will make necessary changes in the 2026-27 school year to ensure we are operating within the Measure 99 grant allocation.

For the 2025-26 school year, Eugene School District 4J has selected Coyote Outdoor School (through Whole Earth Nature School) and Camp Tamarack as the two Outdoor School providers. Both programs have been serving 4J students for many years. This year, 11 schools have chosen Coyote Outdoor School and the other 11 have chosen Camp Tamarack.

Coyote Outdoor School will serve an estimated 535 students at \$565 per student for a 3 day/2 night program and \$794 per student for a 4 day/3 night program. The contract will be approximately \$308,565.

Camp Tamarack will serve an estimated 650 students at \$485 per student and \$265 per parent volunteer for a 3 day/2 night program for an approximate cost of \$315,250.

Options and Alternatives

The alternative would be to decline these two contracts, thus canceling outdoor school programming for 1,200 fifth grade students across Eugene 4J and our three charter schools. We

would then forfeit our Measure 99 funding and return those funds to the state. We would also incur cancellation fees to both contractors. There is also a potential impact to future funding as current funding is based on the district's costs for the prior year's program.

Which students, and how many, are served by this project?

In total, all 1,200 fifth grade students in both 4J and local charter schools are served by this project.

Budget/Resource Implications

Coyote Outdoor School Contract

School	Program Type	Per Student Cost	Student #	School Adults #	Adult Chaperones #
Family School	3 days, 2 nights	\$ 565.00	17	1	2
Spring Creek Elementary	3 days, 2 nights (Hybrid)	\$ 565.00	43	2	5
Village School	3 days, 2 nights	\$ 565.00	26	1	3
Chinese Immersion	3 days, 2 nights	\$ 565.00	18	1	2
Coburg Elementary	3 days, 2 nights	\$ 565.00	26	1	3
Bertha Holt	3 days, 2 nights (Hybrid)	\$ 565.00	85	3	10
Cesar Chavez	3 days, 2 nights (Hybrid)	\$ 565.00	56	3	7
Gilham	3 days, 2 nights (Hybrid)	\$ 565.00	101	4	12
Buena Vista	3 days, 2 nights	\$ 565.00	72	3	9
Ridgeline Montessori Public Charter School	3 days, 2 nights	\$ 794.00	25	1	3
River Road El Camino del Río	3 days, 2 nights	\$ 565.00	67	3	8
Total Participants	-	-	536	23	64
	Total Cost	\$308,565			

Camp Tamarack Contract

School	Program Type	Per Student Cost	Student #	School Adults #	Adult Chaperones #
Adams	3 days, 2 nights	\$ 485.00	58	3	0
Awbrey Park	3 days, 2 nights	\$ 485.00	79	3	0
Camas Ridge	3 days, 2 nights	\$ 485.00	49	2	0
Charlemagne	3 days, 2 nights	\$ 485.00	50	2	0
Edgewood	3 days, 2 nights	\$ 485.00	81	3	0
Edison	3 days, 2 nights	\$ 485.00	52	2	0
Howard	3 days, 2 nights	\$ 485.00	73	3	0
McCornack	3 days, 2 nights	\$ 485.00	50	2	0
Twin Oaks	3 days, 2 nights	\$ 485.00	38	2	0
Willagellespie	3 days, 2 nights	\$ 485.00	84	4	0
Yujin Gakuen	3 days, 2 nights	\$ 485.00	36	2	0
Total Participants	-	-	650	28	
	Total Cost	\$315,250			

Recommendation:

The Superintendent recommends the approval of \$302,840 for Whole Earth - Coyote Outdoor School and \$315,250 for Camp Tamarack to provide outdoor school to all fifth grade students at 22 elementary schools during the 2025-2026 school year.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

September 17, 2025

Title

Bond Project – South Eugene High School Window Replacement - Design

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance at every 4J school. This specific project includes the design for window replacement at South Eugene High School. Improvements will replace end of life single pane windows with new insulated double pane window along with new interior shades. Capital improvement has already completed 2 phases in prior years. This award includes required design work for the final two phases of the window replacement, one planned for the summer of 2026 and the last over the 2027 summer.

Budget/Resource Implications:

This award includes all design services for the final two phases of the South Eugene High School window replacement projects and will be funded from available General Obligation Bond funds. Robertson Sherwood Architects was selected from multiple design proposals received and the recommended award for \$305,700.

Recommendation

The superintendent recommends the award to Robertson Sherwood Architects for the South Eugene High School window replacement project design in the amount \$305,700, funded from General Obligation Bond funds.



ITEM FOR INFORMATION

Date of Meeting:

September 17, 2025

Title:

Receive an update on the Superintendent's Policy Work Group

Presenter:

Miriam Mickelson, Superintendent

Background:

4J has established a Superintendent's Policy Work Group to identify, prioritize, and recommend policy updates to the Superintendent. Further, this group facilitates:

- Recommendation to the Superintendent regarding revisions to existing policy language or proposed language for a new policy.
- Preparation of policy drafts for Board Leadership scheduling and full Board review, revision, and eventual adoption.
- Work with 4J ELT to provide publication, communication, implementation, and possible training

Scope of the Superintendent's Policy Work Group's Work:

- Identification:
 - A determination is made that a policy or AR is needed or needs to be updated and policy needs are prioritized. Policy suggestions may come from staff, District Equity Committee, the Board, or other sources.
- Development:
 - Sample policy is sought, the policy is vetted by internal and external content specialists, potential District Equity Committee engagement, legal counsel is employed as needed, and the Superintendent's Policy Work Group reviews and makes final edits.
- Board Action:
 - The policy is submitted to Board Leadership for scheduling and presented to the full Board for consideration and adoption.
- Implement:
 - Work with 4J ELT to provide publication communication, implementation, and possible training.

How policy is prioritized:

- Required by legal decision, order, or agreement (OCR, court, ODE, PECBA, etc.).
- Required by changes or updates to Oregon Revised Statutes (ORS), legislative action or changes or updates to Oregon Administrative Rules (OAR), action of an authorized state body – typically the State Board of Education.
- Superintendent initiated policy for efficient and effective district function.
- Liability related policies – typically described as “high recommended” and can impact district insurance coverage and rates, bond ratings, audits, or best practices.
- Regular policy review cycle.
- The Board may assign and prioritize a policy review in consultation with the superintendent.

The Superintendent’s Policy Work Group includes the following individuals:

Membership

- Superintendent
- Chief of Staff
- General Counsel
- Superintendent’s Operations Mgr.
- Ombudsperson
- Nutrition & Warehouse Services Director
- Up to three Board Directors as appointed
- Others as appointed by the Superintendent

The Superintendent’s Policy Work Group purpose is to make recommendations to the Superintendent for consideration.

The Superintendent will bring the proposed or revised policy to the Board for adoption.

Options and Alternatives:

This item is information only.

Budget/Resource Implications:

None at this time

Board and Superintendent Goals:

School Board Policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

LOCAL POLICY DEVELOPMENT

CAN BE BASED ON OSBA SAMPLES OR BASED ON NEEDS ARISING IN THE DISTRICT

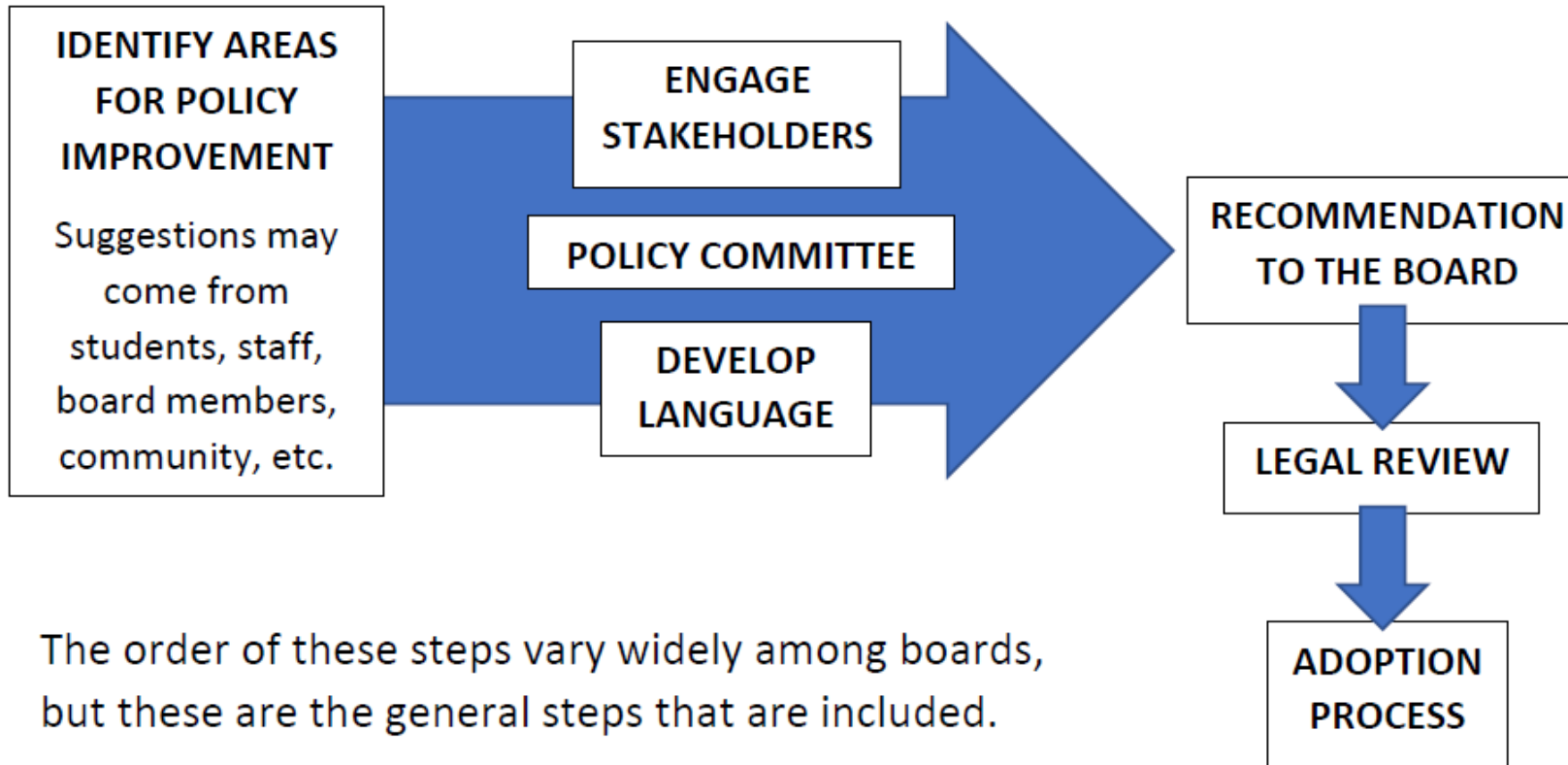


Image of flow chart for local policy development. Also includes OSBA logo.

THE POLICY PROCESS FROM THE LEGISLATURE TO SCHOOLS

NEED FOR AN UPDATE ARISES

- State law change (legislature, state board of education)
- Court cases
- Federal law (Congress or federal regulations)
- Change in practice needed
- Recommendation from PACE, ODE, etc.

OSBA REVIEWS AND UPDATES

- Team discusses potential changes
- Specialist writes
- Legal review
- Final review by director

POLICY UPDATE RELEASED

- Email sent to all subscribers with instructions and access link <https://osba.envisiams.com/>
- Check with OSBA for subscription status

DISTRICT REVIEWS

- Generally superintendent and/or policy committee
- Board secretary may update with changes for board review
- The Educational Equity Advisory Committee* is tasked with "advising the school district board about the educational equity impacts of policy decisions"

ENGAGE STAKEHOLDERS

- This looks different everywhere; do what works in the district
- Notify employees and/or unions as necessary

POLICIES TO THE BOARD

- Discussion, if necessary
- Amendments, if necessary
- Legal Review, if necessary
- Adoption, see board policy BFC – Adoption and Revision of Policies. Many districts complete first and second read (no requirement to read policies aloud in the meeting) and use a consent agenda

UPDATE OFFICIAL COPIES

- Online
- District office
- If subscriber to ongoing maintenance services from OSBA, submit adopted versions to OSBA

COMMUNICATE CHANGES

- Some policies have to be shared with staff, students and/or parents and posted
- Determine which other stakeholders changes should be communicated to

IMPLEMENTATION

- Trainings
- Update procedures, handbooks and other documents

NOTE: Most of these steps are not required, but are included as general best practices.

* School districts with more than 10,000 ADM are required to start this committee by September 2022. Other districts have until 2025.



Image of policy process flow chart: from the legislature to schools. Also includes OSBA logo.



ITEM FOR INFORMATION

Date of Meeting:

September 17, 2025

Title:

Receive the Integrated Guidance/Programs (IG) 2024-25 Annual Report

Presenters:

Larry Williams, Assistant Superintendent of Instruction & Access

Judy Jesiah, Manager of Financial Stewardship & Compliance (State & Federal Grants)

Background:

- Student Investment Account (SIA, part of IG) recipients are required by statute to:
 - Review their progress on an annual basis through an annual progress report and financial audit
 - Present their annual report to their governing board at an open meeting with an opportunity for public comment (cannot be a consent agenda item),
 - Post the report to the district or charter school website. The presentation comprises the 2024-25 IG Data

- Annual Progress Reflection for Integrated Guidance 2024-25 school year by the Instruction Cabinet:
 - Snapshot of IG Outcomes & Strategies
 - Budget and Expenditure as will be reported in the 2024-25 Annual Report to ODE

Recommendation & Next Steps:

- The district invites feedback from the community and board members on the information presented.
- The Annual Report and the board minutes will be submitted to ODE by September 30th, 2025.
- A SIA Financial Audit will be conducted, and the findings will be shared with the board in Quarter 2.

Eugene 4J -2024-25 Integrated Programs Annual Progress Reflection

Identifier #	2024-25 Annual Progress Reflection
AR1	<p>Our district has achieved improved overall attendance rates this year, with elementary schools demonstrating particularly significant gains. However, attendance at our secondary level continues to present challenges, with middle and high schools lagging behind district-wide improvements.</p> <p>To address this disparity, we are partnering with our attendance committee to develop a targeted intervention plan specifically focused on improving middle and high school attendance rates. This strategic approach will allow us to build on the successful practices implemented at the elementary level while addressing the unique factors that impact secondary student attendance.</p>
AR2	<p>Time constraints have presented significant challenges in achieving our third-grade reading goals. Providing adequate professional development for our elementary teachers has proven difficult, particularly given that we have adopted multiple curricula across various disciplines in recent years. This has created competition for limited training time as we work to support teachers across different content areas.</p> <p>Despite these challenges, we have observed measurable gains in third-grade reading performance and anticipate our strongest results this year. Our current kindergarten cohort will become third graders during this assessment cycle, providing a clear opportunity to evaluate the full impact of our focused reading initiatives over their elementary years.</p> <p>Financial barriers have also impacted our professional development efforts, as the costs associated with training large numbers of teachers and securing substitute coverage have strained our resources. We continue to seek creative solutions to maximize training opportunities within our budget constraints while maintaining instructional continuity in our classrooms.</p>

AR3	<p>We continue to strengthen our new secondary schedule by prioritizing full course scheduling for all ninth and tenth-grade students. Our staff is actively planning to accommodate a significant percentage of students who will be eligible to graduate at the end of their junior year due to accelerated credit completion.</p> <p>To address this advancement, we are developing career pathway programs designed to encourage seniors who have earned sufficient credits for graduation to remain enrolled for their final year. These specialized pathways will provide meaningful educational opportunities that extend beyond traditional graduation requirements. While having students ready to graduate early represents a positive outcome, it creates new challenges in program development. Creating these innovative career pathway courses will require additional funding that is not currently available, making resource allocation a critical factor in our ability to fully implement these programs.</p> <p>We view this as a beneficial challenge that reflects our students' academic success, but one that will require creative solutions to ensure we can provide the enhanced educational opportunities our advanced students deserve.</p>
-----	--

Overview of Activities

OUTCOMES & STRATEGIES		CSI/TSI	EIIS	HSS	SIA
Outcome-A	Timely Communication & Meaningful Community Engagement				
A1	CTE - Center for Applied Learning			X	
A2	Provide Extended Learning Opportunities			X	X
A3	Wrap Around Supports			X	X
A4	Community Outreach & Connection				X
A5	Alignment, Transparency & Accountability			X	X
Outcome-B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities				
B1	Support Equity, Inclusion, and Instruction Initiatives			X	X
B2	New Teacher Mentoring				X
B3	Grow Your Own (GYO) Pathway Program				X
B4	3rd Grade Literacy				X
B5	Improve systems in support of students meeting academic standards at CSI/TSI Identified Schools	X			
Outcome-C	Safety and wellbeing for all students and staff				
C1	MTSS Implementation and Effectiveness District-Wide			X	X
C2	Increase Adults in the system/Targeted Class Size Reduction			X	X
C3	Integrated Prevention and Mental Health Model		X		X
C4	Support Safety, Security, and Risk Initiatives				X

Comprehensive Support & Improvement and Targeted Support & Improvement (CSI/TSI) Grant Activities

Outcome	Grant	Summary Category	Description	Budget	Spend*
B5	CSI/TSI	Charter Schools	Twin Rivers and Network Charter, licensed and classified charter staffing costs.	\$72,619	\$50,534
B5	CSI/TSI	4J Elementary Schools	Chavez, Howard and McCornack Elementary licensed and classified staffing costs.	\$108,810	\$101,449
B5	CSI/TSI	4J Middle Schools	ATA, Kelly, and Madison MS licensed and classified staffing costs, and supplies.	\$110,574	\$64,898
B5	CSI/TSI	4J High Schools	North Eugene and Sheldon licensed and classified staffing costs, and supplies.	\$134,727	\$101,486
			Total	\$426,730	\$318,367

*CSI/TSI spend is only captured through 6/30/25, grant ends 9/30/25.

Early Indicator and Intervention System (EIS) Grant Activities

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Outcome	Grant	Summary Category	Description	Budget	Spend
C3	EIS	Project Wayfinder	Project Wayfinder Site licenses, support, & training partial payment (remainder paid with previous year SIA funds).	\$45,331	\$45,331
			Total	\$45,331	\$45,331

High School Success (HSS) Grant Activities

Outcome	Grant	Summary Category	Description	Budget	Spend
A1	HSS	CTE Program Site Based	Continued support for current CTE programs, Forestry, Health Occupations, and Manufacturing in our high schools. Staffing, PD, and supplies.	\$1,356,480	\$1,405,576
A1	HSS	Center for Applied Learning and Community Impact	Future Build, Creative Services, K12 Education, and Humanitarian Engineering programs. Staffing, PD, lease, supplies	\$2,610,726	\$2,524,551
A2	HSS	*Summer Intensive Program	Extended contract for teachers to design engaging and relevant coursework for students to earn additional credits during the summer.	\$43,800	\$65,361
A3	HSS	15 th Night Services	Community Outreach Program to support student needs.	\$138,000	\$142,414
A5	HSS	Indirect/Administration	Financial Management Analyst to coordinate, monitor and report on HSS & CSI/TSI grant budget and staffing activities.	\$213,000	\$290,435
B1	HSS	Duck Link fees	Provide funding to support underserved students taking advanced coursework at the college level without additional fees.	\$10,000	\$6,289
B1	HSS	AVID	Provide support for AVID training, collaboration, and school wide implementation.	\$167,000	\$112,372
B1	HSS	AP/IB Test Support	Provide funding for underserved students to take AP/IB tests.	\$10,000	\$0.00
B1	HSS	SAIL Summer Program with UO	Collaborate with UO supporting pre-college activities.	\$35,000	\$5,265
C1	HSS	Software Subscriptions	Canvas Studio, LMS Cloud Learning Management System.	\$66,000	\$65,951
C1	HSS	9th Grade Transition Coordination	Licensed staff (1 per HS) to support 9th grade success and collaboration, extended contracts, substitutes and supplies.	\$538,000	\$516,820
C1	HSS	High School Academic Supports	Support extended learning opportunities for high school students to pass classes and gain additional skills.	\$84,000	\$66,644
C2	HSS	9th Grade Counselors (SEHS & SHS)	Licensed staff support 9th grade success.	\$241,743	\$210,591
C2	HSS	Humanities for 9th Grade	Licensed staff to support 9th grade success, Wayfinder, and collaboration.	\$351,000	\$271,015
Total				\$5,864,749	\$5,683,285

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* Summer Intensive Program budget for Summer 25-26 (June-Aug 2025) is not included in this year's grant plan as the grant ends 6/30/25. Will likely be budgeted in the FY26 HSS grant.

Student Investment Act (SIA) Grant Activities

Outcome	Grant	Summary Category	Description	Budget	Spend
A2	SIA	BEST Program	Staff, supplies, & community contracts for afterschool intervention program	\$999,772	\$899,128
A2	SIA	Extended Day Program	Staffing and supplies for Extended Day program at 4 High Schools.	\$553,629	\$530,710
A2	SIA	Summer School Program	K-7 Summer Program Staffing & supplies	\$50,000	\$38,651
A3	SIA	Newcomer Support	Hire EL teachers to support the newcomer emergent bilingual needs at the high school level	\$193,600	\$146,993
A3	SIA	Wrap Around Supports	New Family Welcome Event extended contracts & supplies	\$7,718	\$4,998
A4	SIA	Welcome Center	Welcome Center staffing & supplies	\$152,800	\$146,727
A5	SIA	Indirect/Administration	Staffing to manage SIA grant including development and reporting	\$286,886	\$317,283
B1	SIA	Affinity Groups Support	Classified staffing supporting Affinity Groups and Supplies for Student Affinity group activities at schools	\$546,700	\$464,335
B1	SIA	Natives Program	Staffing to support the district Native program and students	\$355,100	\$364,271
B1	SIA	GANAS Program at Kelly MS	GANAS tutoring program with UO, contract, stipends, supplies	\$23,250	\$16,725
B1	SIA	Equity Department	Community Contracts and ELL curriculum purchases	\$155,500	\$146,799
B1	SIA	Inclusion Support	Licensed and classified staff hours of support to assist where additional help is needed to support Inclusion of SPED Students	\$453,200	\$499,327
B1	SIA	8th Grade AVID Support	Program staff for AVID elective at each middle school.	\$285,700	\$323,366
B1	SIA	Asynchronous Learning	Strongmind & eDynamic Learning Software contracts for online course instruction	\$139,000	\$139,000
B2	SIA	New Teacher Mentoring and Support	9 licensed staff supporting new teachers with an Equity Lens throughout the district and extended contract time for training	\$1,071,500	\$1,034,290
B3/	SIA	Grow Your Own Pathway Program	Supports under-represented 4J employees to become teachers through tuition and mentoring support and BIPOC retention activities	\$345,000	\$292,795
B4	SIA	Elementary Library Pilot Staff and Activities	Licensed staff for school libraries and supplies	\$1,459,940	\$1,229,003
B4	SIA	Literacy Support	Increased building-based job embedded coaching support for literacy	\$1,541,700	\$1,688,935

C1	SIA	MTSS Implementation	Support the implementation of MTSS (Multi-Tiered Systems of Support) throughout the district through extended contracts and training	\$622,425	\$460,314
C2	SIA	First Grade Literacy	Additional EA time for small group reading support	\$563,200	\$659,715
C2	SIA	Middle School Behavior Support	Classified and Licensed staff at middle schools for Behavior Support	\$637,700	\$741,184
C2	SIA	Targeted Class Size Reduction	Licensed staff to support MS & HS class size reduction	\$2,552,700	\$2,841,961
C3	SIA	Mental Health Supports	Care and Advocacy Team (9 total licensed mental health and social workers) assigned to schools throughout the district supporting students, & supplies	\$1,004,720	\$943,744
C4	SIA	Student Success Coordinators	Licensed staff supporting student success at the elementary and high school levels	\$1,548,300	\$1,619,786
			Total	\$15,550,040	\$15,550,040



ITEM FOR INFORMATION

Date of Meeting:

September 17, 2025

Title:

Receive Monthly Finance Report

Presenter:

Matt Brown, Director of Financial Services

Background:

The Board will receive monthly financial reports from the Finance Director throughout the 2025-26 School Year. The intention is to keep the Board informed of where the district is financially throughout the year. Staff want to ensure board members have the opportunity to ask questions as we go through the year and begin our budget process for the 2026/27 year.

Financial Update

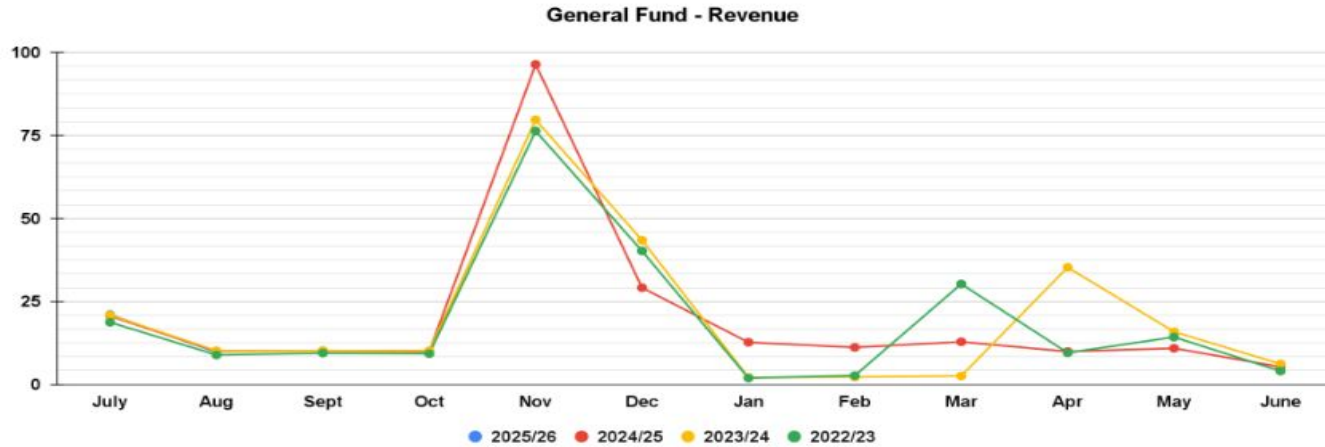
August 2025 Month End

Enrollment Trends



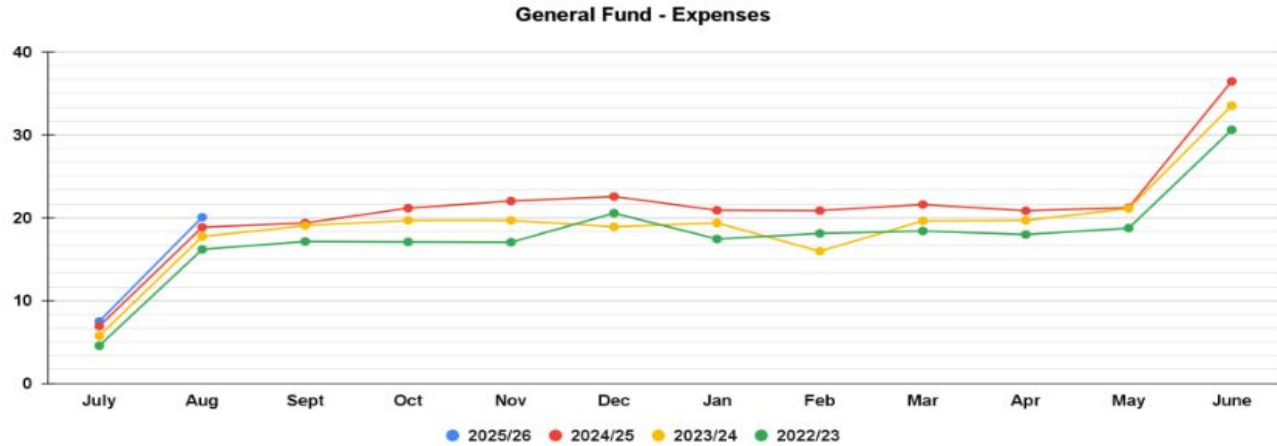
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
ENROLLMENT										
2025/26										
2024/25	15,117	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,184	15,364	15,282	15,238	15,196	15,237	15,177	15,121	15,033	14,966

General Fund - Revenue



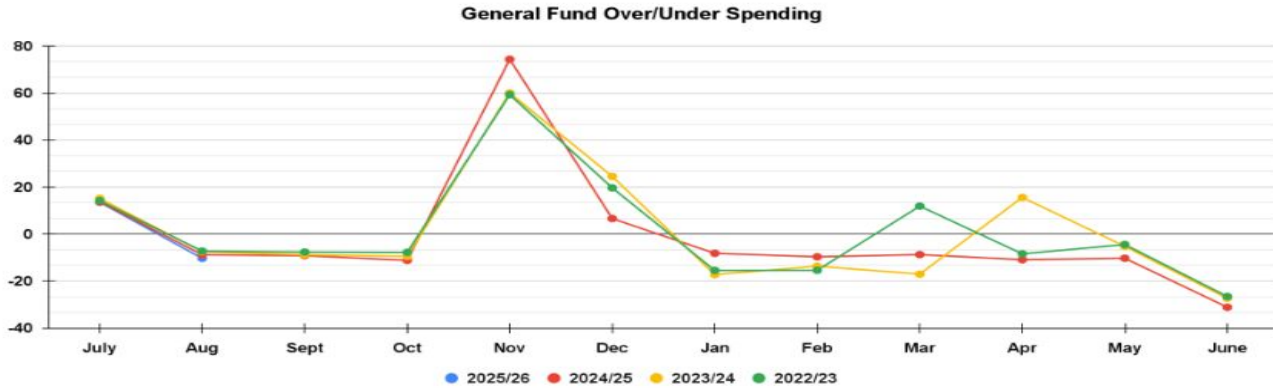
GF REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	21,033,913	9,703,021										
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800
2022/23	18,727,498	8,891,854	9,449,751	9,265,344	76,320,493	40,184,494	1,930,780	2,664,988	30,255,670	9,529,786	14,267,164	4,028,977

General Fund - Expenses



GF EXPENSES	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	7,489,442	20,059,732										
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,452,683
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,336

General Fund - Over/Under Monthly Spend



GF Over/Under	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	13,544,471	-10,356,711										
2024/25	13,684,957	-8,844,080	-9,192,432	-11,205,488	74,348,655	6,580,000	-8,206,638	-9,688,509	-8,754,960	-10,920,986	-10,309,869	-31,152,888
2023/24	15,153,208	-7,556,167	-8,848,675	-9,493,857	60,018,526	24,518,179	-17,266,705	-13,692,808	-17,056,562	15,576,488	-5,251,899	-27,329,536
2022/23	14,168,808	-7,276,269	-7,677,561	-7,811,288	59,285,188	19,642,135	-15,495,601	-15,435,395	11,864,528	-8,433,581	-4,469,984	-26,568,356

All Funds - Financial Summary

<u>FINANCIAL SUMMARY</u>							
<u>August 2025</u>	<u>General Fund</u>	<u>Special Funds</u>	<u>Debt Service</u>	<u>Capital Funds</u>	<u>Insurance Funds</u>	<u>Trust Fund</u>	<u>All Funds</u>
Beg. Bal. (pre-audit est.)	45,202,048	10,342,574	9,731,433	90,760,445	15,160,043	162,409	171,358,952
Revenue	30,736,934	1,835,512	596,918	581,488	3,811,169	38,240	37,600,261
Expenditure	27,549,174	5,185,317	0	4,766,277	9,783,216	17,000	47,300,984
Ending Fund Balance	48,389,808	6,992,769	10,328,351	86,575,656	9,187,996	183,649	161,658,229

Preliminary audit numbers for Beginning Balances have been updated. The General Fund is still \$0.7 Million less than the budget was adopted. This number will not be confirmed until our audit is completed before the end of the calendar year.

General Fund - Budget to Actual

<u>GENERAL FUND BUDGET TO ACTUAL</u>				
<u>August 2025</u>	<u>Budget</u>	<u>Actual</u>	<u>%</u>	<u>PY %</u>
Beginning Balance	46,307,000	45,202,048	98%	
Revenue	252,082,000	30,736,934	12%	13%
Expenditures	275,654,890	27,634,918	10%	9%
Contingency	12,889,439	0		
Unappropriated	9,550,671	0		

Integrated Guidance - Sept 2025 Updates

<u>DATE</u>	<u>SIA</u>	<u>HSS</u>	<u>EL</u>	<u>Overall Reduction</u>
March	\$16.2	\$4.9	\$1.07	
September	\$15.5	\$4.4	\$1.06	
Difference	-667k	-479k	-16k	- \$1.16 Million

- \$33 Million drop across the entire state
 - Due mainly to Economic Forecast
 - State injected \$100M from reserves over Biennium (\$50M each year)
- ADMw for Eugene dropped between March and September
- Charter reductions of \$20k (Network, Ridgeline, Twin Rivers, Village)

Integrated Guidance - Sept 2025 Updates

- Leadership recommendation
 - Utilizing one-time Timber revenue to cover Integrated Guidance this year.
 - Saves HSS from reducing \$479k
 - Saves SIA from reducing \$667k
 - Saves programs and staff through the school year
 - Known Consequences
 - Adjustments to programs & staffing in next year's budget must be updated to reflect new allocations.
- Timing of Information
 - District received Integrated Guidance allocation info 9/16 @ 11 AM
 - District received Timber Revenue information 9/16 @ 3 PM

Budget Summary Update

- In the last 5 years, our enrollment went down from 15,715 to 14,870 (-5%), while we added a total of 526 staff members (+32%). Enrollment decline is mainly attributed to lower birth rates and housing affordability in Eugene. The needs of students continue to rise.
- This past year, our expenditures exceeded our revenue by \$29.6M. This results in spending down 40% of our Fund Balance. 90% of our General Fund expenditures are spent on people. State funding of public schools does not keep up with needs.
- In 2023-24, our ending fund balance was \$75.2M. We ended last year at \$45.6M. Finance's forecast was \$46.3M. At this time, we project our balance will reduce to \$19.7M. In 2026-27, if no changes are made, our balance would be negative, -\$2.4M.

Budget Summary Update

- To maintain an 8% Reserve Policy for 2026-27, \$24.9M in reductions are required. If the board reduced the policy to 5%, reductions of \$16.5M would still be required. Each % equates to \$2.8 Million.
 - Just reducing to meet our Reserve Policy doesn't fix the overarching financial issue... our district is spending more than it receives
 - This year, the General Fund will spend \$26.5 Million more than revenue
 - \$24.9M in reductions - still outpacing revenue by \$1.6M
 - \$16.5M in reductions - still outpacing revenue by \$10.0M

Questions





ITEM FOR ACTION

Date of Meeting

September 17, 2025

Title

Nomination for Oregon School Boards Association (OSBA) Election

Presenter

Tom Di Liberto, Board Chair

Description

The Oregon School Boards Association (OSBA) is a statewide association that serves K–12 public school boards, education service district boards, community college boards and the State Board of Education. OSBA helps locally elected volunteers fulfill their public education roles through board leadership training, policy and legal services, and legislative advocacy.

OSBA is governed by a board of directors with up to 23 representatives elected by members on a regional basis. Member boards elect these representatives and also elect members of the Legislative Policy Committee.

The Legislative Policy Committee consists of the voting members of the OSBA board of directors and 20 representatives from 14 regions throughout the state. The committee recommends policies and priorities to OSBA's membership. Individual LPC members report to and are responsive to boards in their region, and serve as advocates for public education and the legislative agenda that OSBA members adopt.

In odd-numbered years such as 2025, even-numbered board positions and all positions on the 20-member Legislative Policy Committee are up for election. The term of office is two calendar years and members may be re-elected. Candidates must submit an application to OSBA and must also be nominated by a member district by September 30, 2025.

In September, member boards nominate candidates for the OSBA board and Legislative Policy Committee. In November, member boards vote on candidates from their region. Each board votes as a body; a board's nomination or vote for candidates is determined by majority vote of the board.

4J Board Member Judy Newman has represented Lane County in Position 6 on the OSBA Legislative Policy Committee. Lane Education Service District board member Linda Hamilton currently serves in Position 6 representing Lane County on the OSBA Board of Directors.

Recommendation

The nomination of Judy Newman to serve on the committee is recommended.

Action

Approve motion that the board nominate Judy Newman to serve as a representative on the OSBA Legislative Policy Committee.

2025 Open Board of Directors Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 2	Gorge	Vacant	
Position 4	Southeast	Steve Lowell	Klamath County
Position 6	Lane	Linda Hamilton	Lane ESD
Position 7; one year term	Clackamas	Glenn Wachter	Clackamas 12
Position 8; Secretary-treasurer	Clackamas	Chrissy Reitz	Hood River County
Position 10	Linn/Benton/Lincoln	Luhui Whitebear	Corvallis 509J
Position 11; one year term	Marion	Karina Guzmán Ortiz	Salem Keizer 24J
Position 12	Marion	Alonso Oliveros	Willamette ESD
Position 14	N. Coast	Greg Kintz	Vernonia 47J
Position 16	Washington	Tristan Irvin	Tigard-Tualatin 23J
Position 18	Multnomah	Kris Howatt	Gresham Barlow 10
Position 20	Washington	Nancy Thomas	Hillsboro 1J

2025 Open Legislative Policy Committee Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 1	Eastern	Bruce Kevan	La Grande 1
Position 2	Gorge	Vacant	
Position 3	Central	Courtney Snead	Jefferson Co 509J
Position 4	Southeast	Vacant	
Position 5	Southern	Vacant	
Position 6	Lane	Judy Newman	Eugene 4J
Position 7	Clackamas	Vacant	
Position 8	Clackamas	Kirsten Aird	Lake Oswego 7J
Position 9	Douglas/S. Coast	Vacant	
Position 10	Linn/Benton/Lincoln	Jason Curtis	Central Linn 552
Position 11	Marion	Vacant	
Position 12	Marion	Jeffrey Crapper	Willamette ESD
Position 13	Yamhill/Polk	Abbie Warmbier	McMinnville 40
Position 14	N. Coast	Sondra Gomez	Seaside 10
Position 15	Washington	Melissa Potter	Beaverton 48J
Position 16	Washington	Becky Tymchuk	Beaverton 48J
Position 17	Multnomah	Brenda Rivas	Parkrose 3
Position 18	Multnomah	Jessica Arzate	Multnomah ESD
Position 19	Multnomah	David Linn	Centennial 28J
Position 20	Washington	Jill Zurschmeide	Tigard-Tualatin 23J

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____



ITEM FOR ACTION (Second Read)

Date of Meeting:

September 17, 2025

Title:

Approve the Budget Committee selection process for 2025-26

Presenter:

Tom Di Liberto, Board Chair

Background:

By statute, each school district in Oregon has a budget committee composed of the School Board and an equal number of district residents appointed by the board. By law, budget committee members must reside within the school district boundaries, be registered to vote, and district employees are not eligible to serve on the committee. Budget committee members serve three-year terms, staggered so that approximately one-third of members' terms expire each year. There are no term limits for budget committee members, so the members previously in the vacant positions do have the opportunity to reapply for their budget committee positions. The last requirement is that budget committee members must serve their committee without compensation.

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

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

- Dakota Boulette
- Eric Richardson

Next Steps

During discussion at the school board meeting in September, the board directed staff to return with updated information and processes from the discussion. The suggested practice moving forward would be that the Equity Committee will nominate one member of the Equity Committee to serve on the Budget Committee. The board would then need to take action to approve the selection and appoint them to the budget committee. This will leave 1 open position for the board to fill through the budget committee selection process.

Staff have prepared the previously used application form, which proved to be an excellent resource for obtaining interested community members. The application form has several questions that the board approved during the last selection process. The questions are intended to be a tool for the first round where the board selects the three finalists from the applicant pool. To establish the pool of three finalists the board will be asked to identify their top three finalists via a ballot process; a second ballot process may be needed depending on the voting results to

create the three finalists. The second round would consist of each person to speak for 3-5 minutes at the next board meeting. The board would ballot to select the top candidate to become the next budget committee member.

Timeline

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



ITEM FOR ACTION (Second Read)

Date of Meeting:

September 17, 2025

Title:

Approve the revised 2025-26 Board Working Agreements

Presenter:

Tom Di Liberto, Board Chair

Background:

The Board annually reviews, affirms or revises Board Working Agreements

At the September 3, 2025 board meeting, board members suggested a few revisions that staff have made to the attached Board Working Agreements document. Added language is noted in red font and removed language is noted via strikethrough.

The 2025-26 Board Working Agreements are being presented as an Item For Action (Second Read) and the Board has the opportunity to approve revisions as noted. The Board can also suggest additional revisions if desired.

Recommendation:

The recommendation is that the board approve the 2025–26 Working Agreements.

Eugene School District 4J Board Working Agreements/Norms

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

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

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

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

1. Every **individual** board member is one part of a **the** whole board and contributes **to the board** in their own ways, all **of which are** important.
2. Board members will operate within our governance model focusing on:
 - a. Stewardship of the district's strategic vision
 - b. Employment and evaluation of the superintendent
 - c. Governance through policymaking
 - d. Adoption of engaging and evidence-based core instructional materials
 - e. ~~Tracking district Progress and ensuring~~ **that ensures** fiscal alignment to district priorities
3. Board members will uphold the legal compliance and confidentiality requirements on all matters arising from board meetings and executive sessions.
4. The board recognizes the role of the chair to:
 - a. Speak for and about the board to the press and public groups
 - b. Convene board meetings
 - c. Execute documents as appropriate
 - d. Develop the agenda with the vice chair and superintendent. Remind the board of their commitment to governance, effective meetings, and the board's working agreements
 - e. Appoint board members to committees
5. Board members will act as ambassadors to the schools, the community, and the district by observing the following:
 - a. As able, strive to stay connected to schools and their events
 - b. Represent the board and district in the community by receiving input from constituents and partners, and sharing information on district programs and progress
 - c. Hold oneself to a high standard of behavior, reflecting open and collaborative discourse, ethical conduct, and speaking responsibly to support students, district, and board
 - d. Serve as an essential interface between the district and the community in support of the district in achieving its mission
 - e. Be open and collaborative as they conduct their work with care
6. Board members will assume positive intent while attending to the impact of the board's discourse and actions.

7. Board members will communicate proactively and directly with one another in a timely and constructive manner should an issue or problem develop between them, seeking to resolve the matter privately before bringing it to a public meeting. Board members will seek to listen to understand.
8. Board members will build collegial connections with each other while adhering to applicable open meeting laws and policies.
9. The board views this working agreement document as a team effort and each member has a shared responsibility for holding the group accountable for its governance role and working agreements. As needed, the board chair will remind us of the expectations contained herein.
10. The board will have ongoing communication with the superintendent regarding the superintendent's progress towards meeting goals and will annually evaluate the superintendent.
11. The board will annually complete a self-assessment in order to continuously improve their governance.

HOW WE OPERATE & MAKE DECISIONS

12. The board will elect officers (chair and vice-chair) for their term at the first meeting in July, and in the first week of the month, if possible.
13. Incoming board members will receive initial orientation by the first meeting in August, which includes a manual with key district information, access to district policies, and board procedures. Each new board member will have orientation meetings with the board secretary, the superintendent, and the board chair. Additionally, each new board member will be assigned a mentor who is an experienced board member.
14. Once a decision is made by the board, members will support the implementation of the decision.
15. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. If it is supported by at least three members of the board it will be referred to the leadership to consider next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information, or an item for future action on an upcoming board meeting agenda. Board leadership will communicate the next steps decided for the proposed topic to the requesting board member. Pending agenda items will be retained in the board's agenda plan.
16. The board will be mindful of the impact of late meetings on community, staff, and board members. The board will observe time limits on agenda items and will adjust the agenda if an item goes overtime. Board leadership will plan agendas to allow board meetings to begin and end on time, and keep staff reports at the beginning of the meeting, when possible. Reports to the board will be succinct, provided ahead of the meeting, with meeting time reserved for questions and explanation. The board will populate its agendas with items that are aligned with the board's governance role and are related to improving student outcomes.
17. Information requests by individual board members that can be expected to require roughly fifteen minutes or more of staff work or resources will be referred by the superintendent to the full board to determine if the request to use resources aligns with board and district priorities.

18. Board members will coordinate with the superintendent and alert the building administrator before visiting a school, except in the cases of routine parental visits, scheduled volunteer shifts, or in a professional, non-district role.
19. Board members will respect the superintendent's responsibility to manage the school district and to direct employees in district and school matters. Therefore, when questions or concerns are brought to a board member relative to district staff or operations, those concerns will be referred to the superintendent for follow-up.
20. Board members will give careful consideration, listening to all perspectives, to all issues brought to the board by community members, groups, and district leadership prior to making a decision. The board will consider equity and use an equity lens in its decision-making processes.

HOW WE COMMUNICATE

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

GOVERNING LAW AND POLICY DOCUMENTS

Robert's Rules of Order- <https://osba.org/roberts-rules-simplified->
Board Policy Sections A and B found at- <https://policy.osba.org/eugene/>
List of Board Committees
Role of Student Representatives (Board Policy BCBA)
Oregon Public Meeting Laws ORS 192.610-690 found at: Law can be found at-
https://www.oregonlegislature.gov/bills_laws/ors/ors192.html
Superintendent - Board Communication:



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date:

September 17, 2025

Title:

Review for approval the 2025-26 Board Goals

Presenter:

Erica Thessen, Vice Chair

Background:

The board reviews, affirms or revises Board Goals each year.

Recommendation:

The recommendation is that the board approve the 2025–26 Board Goals at a future meeting.

Eugene School District 4J Board 2025-26 Goals

1. The board will actively support the Superintendent's entry plan and strategic planning process, providing input, feedback, and collaboration as appropriate to advance district goals.
2. Each board member will actively engage in ongoing professional learning to enhance governance effectiveness and understanding of district priorities
3. Board members will intentionally participate in school and program visits, as well as community events, to gain a deeper understanding of district operations and student needs.
4. The board will conduct an annual self-assessment to evaluate its own governance effectiveness, communication, and alignment with district priorities.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

September 17, 2025

Title:

Consider for approval the 2025–26 Superintendent Evaluation Process

Presenter:

Tom Di Liberto, Board Chair

Background:

Board Policy CBG, Evaluation of the Superintendent, states:

“The board will evaluate the superintendent at least annually as per the timelines set forth in the superintendent’s employment contract. The evaluation will be based on the job duties described in the superintendent’s contract, 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 board’s discussion and conference with and about the superintendent and their performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation.

Results of the evaluation will be written and placed in the superintendent’s personnel file”.

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

The evaluation provides the opportunity for the board to assess the district’s progress.

Recommendation:

The recommendation is that the board approve the 2025–26 Superintendent Evaluation Process at a future meeting.



Eugene School District 4J

2025-26 Superintendent Evaluation (Draft)

The Eugene School District 4J Board will assess the superintendent during the 2025-26 school year based on the five goals that align to the superintendent's entry plan and board priorities. The board is committed to maintaining its focus on these goals to support the superintendent in her first year.

Performance Standards:

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

Superintendent Goals for Eugene School District 4J

1. Evaluate and enhance early literacy initiatives

Goal: Conduct a comprehensive assessment of current early literacy programs and identify areas for improvement to increase literacy rates across the district. (Standards 1, 3, 4)

2. Implement the new school board resolution on meaningful inclusion for students with disabilities

Goal: Develop a clear action plan for assessing current inclusion practices, identifying gaps in alignment with the resolution's principles, and developing staff professional development plan. (Standards 1, 3, 4)

3. Build relationships and strengthen two-way communication systems

Goal: Build and maintain relationships with staff, students, families, and community members and strengthen two-way communication with families, students, staff, and the community. (Standards 1,5)

4. Develop and implement a strategic planning process

Goal: Identify systems alignment gaps, develop district strategic goals and priorities that underpin the district's strategic plan, and lead the development of a concise, dynamic strategic plan with clear goals and measurable outcomes, aiming for an adopted Strategic Plan by Fall 2026. (Standards 1,3,4, 6)

5. Establish a transparent, collaborative budget process

Goal: Develop and implement a transparent, collaborative budgeting process that aligns financial resources with the district's strategic priorities, ensuring fiscal responsibility and community trust. (Standards 1, 5, 6, 7)

Evidence/Timeline

Evidence/Task	Timeline
Final strategic planning process document.	September 2025
Final budget timeline and process document.	September 2025
Monthly reports on the strategic planning process.	Monthly
Quarterly updates on the implementation of the budget development process.	October, January, March
Report on literacy assessment and recommendations.	December 2025
Superintendent evaluation discussion #1.	December 2025
First 100 days report and district strategic priorities recommendation to the board (board approval recommended in December for budget planning purposes).	December 2025
Provide the board a report on the implementation status of the board's resolution on inclusion and Special Education.	January 2026
Superintendent Evaluation Discussion #2.	March 2026
Proposed budget.	April 2026
Implementing staffing according to the proposed budget.	May 2026
Final superintendent evaluation.	May 2026
Year-end report and updates on strategic planning process.	June 2026
Concise, dynamic strategic plan draft.	September 2026
Strategic plan communication, PD, implementation.	October-November 2026

Superintendent Evaluation Process

1. The superintendent will present her progress on meeting goals in open session. She will do this through reports related to the goals and her superintendent reports.
2. Board members will ask questions of the superintendent related to her reports to be sure they understand the materials and be sure they share concerns if the reports are not to their satisfaction.
3. The board and the superintendent will discuss changes to timelines in order to ensure the superintendent has the amount of time needed to adequately research and prepare the information given the competing demands of the district.
4. The superintendent will keep a folder of evidence related to her goals and the presentations made in public evidence.
5. Prior to the executive sessions, the board will review the folder of evidence in preparation for executive session discussions. In addition, board members will review the standards and think through any evidence they have seen outside of the public board meetings.
6. Superintendent Evaluation Discussion #1 December 2025 - Executive Session
 - a. Board Only - What evidence do we have that Dr. Mickelson is on track to meet each standard. Stick with evidence, not feelings. Evidence can be in her board reports, communications with the board, interactions in the community you have seen, etc.
 - b. Board + Dr. Mickelson - Review the board's discussion, ask questions about any evidence you have reviewed or not seen, share compliments and any areas for growth.
 - c. Documents evidence and discussion.
7. Superintendent Evaluation Discussion #2 March 2025 - Executive Session
 - a. Board Only - Review December discussion + What evidence do we have that Dr. Mickelson is on track to meet each standard. Stick with evidence, not feelings. Evidence can be in her board reports, communications with the board, interactions in the community you have seen, etc.
 - b. Board + Dr. Mickelson - Review the board's discussion, ask questions about any evidence you have reviewed or not seen, share compliments and any areas for growth.
 - c. Documents evidence and discussion.
8. Superintendent Evaluation Discussion #3 May 2025 (must be done by May 15th so consider holding this the week of May 4th since the regular board meeting is May 13th) Executive Session
 - a. Board Only - Review December discussion + What evidence do we have that Dr. Mickelson is on track to meet each standard. Stick with evidence, not feelings. Evidence can be in her board reports, communications with the board, interactions in the community you have seen, etc.

- b. The board reaches consensus on summary ratings and evidence to support the rating.
 - c. Board + Dr. Mickelson - Review the board's discussion, ask questions about any evidence you have reviewed or not seen, share compliments and any areas for growth.
 - d. Documents evidence and discussion.
9. Prepare a public evaluation summary to present and approve on May 13, 2025.

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Superintendent Evaluation Worksheet

Note:

- *The Board should review standards and choose which standards they will evaluate the superintendent on during the 2025-26 school year.*
- *The board should review the descriptors of each standard to determine if they adequately describe the standard for Eugene School District 4J.*

4	Accomplished Performance	Performance in this area is routinely outstanding and acts as a model for others.
3	Effective Performance	Performance in this area consistently meets the standard
2	Developing	Performance occasionally meets the standard but is not yet consistent. Continued growth in this area is needed.
1	Ineffective	Performance currently does not meet the standard.

<u>Standard 1: Visionary District Leadership</u>	<ul style="list-style-type: none"> ● Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities ● Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. ● Implements the district's continuous improvement plan and communicates its progress.
<u>Overall Rating for Standard 1:</u>	
<u>Evidence/Comments/Discussion:</u>	

<p><u>Standard 2: Ethical and Professional Norms</u></p>	<ul style="list-style-type: none"> ● Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance. ● Makes ethical and legal recommendations to the board. ● Models ethical behavior in their own conduct and cultivates ethical behavior in others.
<p><u>Overall Rating for Standard 2:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

<p><u>Standard 3: Inclusive District Culture</u></p>	<ul style="list-style-type: none"> ● Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. ● Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success of well-being of each student. ● Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.
<p><u>Overall Rating for Standard 3:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

<p><u>Standard 4: Culturally Responsive Instructional Leadership and Improvement.</u></p>	<ul style="list-style-type: none"> ● Evaluates, designs, fosters and implements coherent systems of curriculum, instruction, supports, assessment and instructional leadership. ● Implements coordinated systems of support, including coaching and professional development for staff. ● Manages an appropriate system of assessment, data collection and analysis that supports instructional improvements, equity, student learning and well being, and instructional leadership. ● Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.
<p><u>Overall Rating for Standard 4:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

<p><u>Standard 5: Communication and Community Relations</u></p>	<ul style="list-style-type: none"> ● Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. ● Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. ● Cultivates relationships and partnerships with members of the business, civic and local governments in support of their advocacy for district, school and community needs. ● Goes beyond the district and local community to advocate for students in the county, regional and/or state level.
<p><u>Overall Rating for Standard 5:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

<p><u>Standard 6: Effective Organizational Management</u></p>	<ul style="list-style-type: none"> ● Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success. ● Establishes productive relationships with associations while managing labor relations and contracts effectively.
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	<ul style="list-style-type: none"> ●Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning. ●Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.
<u>Overall Rating for Standard 6:</u>	
<u>Evidence/Comments/Discussion:</u>	

<u>Standard 7: Effective Financial Management</u>	<ul style="list-style-type: none"> ●Develops a proposed budget in accordance with board priorities and district direction. ●Manages the equitable implementation of district resources aligned with the budget adopted by the board. ●Communicates the budget priorities and ensures regular updates on implementation of the budget.
<u>Overall Rating for Standard 7:</u>	
<u>Evidence/Comments/Discussion:</u>	

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<p><u>Standard 8: Policy, Governance and Advocacy</u></p>	<ul style="list-style-type: none"> ● Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. ● Cultivates a respectful and responsive relationship with the district school board focused on achieving the shared mission and vision of the district. ● Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.
<p><u>Overall Rating for Standard 8:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

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