

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, October 8, 2025

**NOTICE:** The Executive Session at 4:30 p.m. is a non-public meeting. 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/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>, Webinar ID: 965 1638 6055**

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

**6:00 PM  
 Regular Board Meeting**

- I. **4:30 p.m. Board Executive Session**  
 The Board will convene in executive session to "conduct deliberations with persons designated by the governing body to carry on labor negotiations," pursuant to ORS 192.660 (2)(d).  
 Executive Sessions involving deliberations with persons designated to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the public or to the news media.
- II. **6:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Land Acknowledgment
- IV. Board Chair Welcome
- V. Agenda Approval
- VI. Introduction of Guests and Superintendent's Report
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. **Consent Group - Items for Action**
  - 1. Approve the DRAFT Board Meeting Minutes for: 3  
 September 3, 2025 Board Meeting  
 September 17, 2025 Work Session
  - 2. Approve Meal Prices for SY-2025-26 18  
 Presenter:  
 Jill Cuadros, Director of Nutrition and Warehouse Services
- X. **Items for Information**
  - 1. Introduction of the 2025-26 Student Board Representatives 20  
 Presenters:  
 Carmen Xiomara Urbina, Chief of Staff  
 Sebastian Bolden, Director of Secondary Education
  - 2. Receive information about Neurodiverse-Affirming Library Books 21  
 Presenters:

	Della Thomas, Student Services Administrator Seth Pfaefflin, Director of Student Services	
	3. Receive an update on the Electronic Hall Pass Pilot Presenters: Casandra Kamens, Curriculum Administrator for Extended Learning Sebastian Bolden, Director of Secondary Education Larry Williams, Assistant Superintendent for Instruction and Access	24
XI.	<b>Items for Action</b>	
	1. Approve the 2025-26 Board Goals Presenter: Ericka Thessen, Vice Chair	32
	2. Approve the 2025-26 Superintendent Evaluation Process Presenter: Tom Di Liberto, Board Chair	34
	3. Potential Action on Substitute Teacher Compensation Presenter: Christine Nesbit	
XII.	<b>Items for Action at a Future Meeting</b>	
	1. Consider for approval revisions to Policy JOA–Directory Information Presenter: Christine Nesbit, General Counsel	46
	2. Consider for approval revisions to Policy JFCEB–Personal Electronic Devices and Social Media Presenters: Carmen Xiomara Urbina, Chief of Staff Sebastian Bolden, Director of Secondary Education	52
	3. Consider for approval the request for state revenue from Lane Education Service District (ESD) for 2025-26 Presenter: Matt Brown, Director of Finance	79
XIII.	Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XV.	Adjourn	

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



## ITEM FOR ACTION–CONSENT AGENDA

**Date of Meeting:**

October 8, 2025

**Title:**

Approve the DRAFT Board Meeting Minutes for:

- September 3, 2025 Board Meeting
- September 17, 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: September 3, 2025**

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on August 29, 2025.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

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

**ABSENT:**

None

**STAFF:**

Miriam Mickelson, Superintendent  
Carmen Xiomara Urbina, Chief of Staff  
Chemika Bolden, Program Administrator  
Sarah Mazze, Safe Routes to School Coordinator  
Brad Albee, Safe Routes to School Coordinator  
Jen Bills, Director of Public Safety  
Matt Brown, Director of Finance  
Christine Nesbit, General Counsel  
Kate Marrone, Director of Human Services  
Kelly McIver, Director of Communications  
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging  
Kat Lange, Executive Director of Youth and Family Support  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Larry Williams, Assistant Superintendent of Instruction and Access  
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board  
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

**STUDENT REPRESENTATIVES:**

None

**EMPLOYEE GROUPS:**

Sabrina Gordon, Eugene Education Association (EEA)

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

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS)

**OTHER GUESTS:**

None

**MEDIA:**

KRVM

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

Chair Di Liberto called the regular meeting to order at 6:02 p.m. He said the names of the members present and read a land acknowledgment statement.

**II. BOARD CHAIR WELCOME**

Chair Di Liberto reported on the Back-to-School Kickoff event held on August 27, 2025 at South Eugene High School. He said several members of the Eugene School District 4J Board of Directors (BOD) attended the event. He thanked the Eugene Education Foundation (EEF) for hosting and employee groups for their participation. Chair Di Liberto expressed excitement about the start of the school year.

**III. AGENDA APPROVAL**

The agenda was approved as presented.

**IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT**

Superintendent Miriam Mickelson reported visiting several schools throughout the district and observing kindergarteners, sixth graders, and ninth graders beginning their school year. She noted how welcoming and excited staff were when greeting students. Additionally, Superintendent Mickelson voiced appreciation for the technology department for their work improving security, efficiency, and infrastructure during the summertime. She recognized the facilities department for managing nearly \$24 million dollars in projects made possible by a 2018 bond to approve safety, accessibility, and learning across the district.

Superintendent Mickelson and the Board of Directors (BOD) honored Grow Your Own Program Administrator Chemika Bolden and members of the Oregon Alliance of Black School Educators (ORABSE). Ms. Bolden is a recipient of the ORABSE 2025 Educator of the Year Award. Superintendent Mickelson named and celebrated Ms. Bolden’s contributions to the district and beyond.

## **V. ITEMS RAISED BY THE AUDIENCE**

Jeffery Mack, 4J parent, expressed opposition to the removal of the playground at Arts and Technology Academy (ATA) and the elimination of the north/south walking and biking route. He challenged the decision-making process and encouraged better district communications with the public.

Rachel Taylor, 4J parent, spoke in opposition to the removal of the playground at ATA. She said it allowed for physical activity, socialization, and fun. She was unaware the playground was going to be removed. Ms. Taylor urged the BOD to invest in middle school playgrounds, citing the importance of unstructured play.

## **VI. COMMENTS BY EMPLOYEE GROUPS**

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) provided comments related to bargaining. She said that bargaining has been stalled for months and implied that communications have been poor. She explained that their team has worked diligently on proposals since December 2024, and negotiations began in April 2025. She cited concerns about the district upholding contractual obligations and emphasized the importance of shared goals. She said it is not fair for one set of employees to have a set of standards that are contractually bound when others do not. She listed key differences, including that one employee group has 85 days of protected leave for union representation for their membership, versus OSEA who has just 85 hours. Ms. Jenkins-Easton said that classified employees deserve the same level of advocacy, representation, and support as their licensed colleagues. She invited the BOD to attend the bargaining session on September 8, 2025, at 5:00 p.m.

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS), reported that their board added three new members. On behalf of MAPS, he said that over 90 hours of training were recently completed, as well as over 12 hours of training for staff. He said they are developing inclusion plans to address Resolution 2025-05. He provided brief updates from the facilities department, nutrition department, and technology department.

Sabrina Gordon, Eugene Education Association (EEA), mentioned that she leaves her position as EEA President in two weeks. On behalf of EEA, she stated that they appreciate the opportunity to provide comments to the BOD. She described key benefits. Ms. Gordon thanked the BOD for holding space and said that by doing so they provide an important pathway to improve the health of the district and the experience for students and staff. She said she will always be rooting for the success of 4J.

## **VII. BOARD EXECUTIVE SESSION**

Chair Di Liberto paused to convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660 (2)(d). He noted that Executive Sessions involving deliberations with persons

designated by the governing body to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the public or the news media.

## **VIII. CONSENT GROUP – ITEMS FOR ACTION**

### **1. APPROVE THE DRAFT MEETING MINUTES FOR: AUGUST 6, 2025 REGULAR BOARD MEETING AND AUGUST 11, 2025 BOARD RETREAT**

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

## **IX. ITEMS FOR INFORMATION**

### **1. RECEIVE AN UPDATE ON SCHOOL SAFETY AND EMERGENCY MANAGEMENT**

Director of Public Safety Jen Bills, Safe Routes to School Coordinator Sarah Mazze, and Safe Routes to School Coordinator Brad Albee provided an update on School Safety and Management via PowerPoint presentation.

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

Funding includes a state block grant for transportation. The programming encourages active and shared transportation such as Walk-and-Roll to school day, Fun Routes to School funded by the City of Eugene, and ongoing messaging (safety tips, etc.).

Infrastructure improvements include:

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

Pedestrian education:

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

Learn to Ride a Bike Program:

- Kinder/1<sup>st</sup> grade in PE
- 1150 participants in 2024-25

- 2,000+ new pedalers since 2019
- Latinx focused
- Bike Rodeos (5 schools each year with BEST program)

Bicycle Safety Education:

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

Transit:

- LTD Student Pass program
- Transit Education for 8<sup>th</sup> and 9<sup>th</sup> graders
- 200 students in pilot Transit Ed
- High school transportation

Free Bikes and More:

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

The BOD expressed appreciation for the success of the work conducted on behalf of Safe Routes to School Coordinators and programming.

**X. ITEMS FOR ACTION**

**1. APPROVE REVISIONS TO POLICY CCG – EVALUATION OF ADMINISTRATORS**

Assistant Superintendent of Instruction and Access Larry Williams and Director of Human Resources Kate Marrone recommended approval of revisions to Policy CCG – Evaluation of Administrators.

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

**2. APPROVE REVISIONS TO POLICY JHCCF – PEDICULOSIS (HEAD LICE)**

Executive Director of Youth and Family Support Kat Lange recommended approval of updated revisions to Policy JHCCF – Pediculosis.

**MOTION:** Vice Chair Thessen moved to approve updated revisions to Policy JHCCF – Pediculosis (Head Lice). Seconded by Ms. Jonak. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

**3. APPROVE EUGENE SCHOOL DISTRICT 4J ORGANIZATIONAL CHART**  
Superintendent Mickelson recommended approval of the Eugene School District 4J organizational chart.

**MOTION:** Vice Chair Thessen moved to approve the Eugene School District 4J organizational chart. Seconded by Ms. Rabasa. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

#### **4. DISCUSSION REGARDING DISTRICT LEADERSHIP FUNDING OF COMMUNITY FUNDRAISING EVENTS**

Chief of Staff Carmen Xiomara Urbina and Finance Director Matt Brown provided information about district leadership funding of community fundraising events.

Ms. Urbina stated that 4J has had a long tradition of embracing community nonprofit organizations that align with the values of the district. She mentioned dinners, galas, community breakfasts, etc. She noted that during the past three years 4J has invested nearly \$13,000.

Given the current financial landscape, and after comparing 4J practices to other districts, Mr. Brown presented the following three recommendations:

- A one-year temporary moratorium on supporting organizations requiring purchase of tables and tickets.
- Purchase individual tickets instead of purchasing whole tables.
- Superintendent sets a limit on 4J investment, and the district forms a committee to assess and review the applications.

Ms. Rabasa recommended that the district chooses to purchase individual tickets instead of whole tables, they might consider coordinating with neighboring school districts to purchase tables together. For example, there could be a table representing K-12.

Discussion landed in favor of the second recommendation.

**MOTION:** Ms. Jonak moved to approve recommendation #2 regarding district leadership funding of community fundraising events authorizing the district to purchase two to four tickets per event when participation is aligned with district priorities and strategic partnerships and will collaborate with neighboring districts and Lane ESD. Vice Chair Thessen seconded. **The motion passed unanimously,**

**7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

**XI. ITEMS FOR ACTION AT A FUTURE MEETING**

**1. REVIEW FOR APPROVAL THE BUDGET COMMITTEE SELECTION PROCESS**

Mr. Brown and Superintendent Mickelson raised the topic of reviewing and approving the Budget Committee selection process. They noted that one of the two Budget Committee vacancies must be filled by a member of 4J's Educational Equity Advisory Committee (EEAC). The staff recommendation is to seek Budget Committee nominations from members of the EEAC. The item will come back to the BOD for approval at their next meeting.

**2. CONSIDER FOR APPROVAL THE 2025-26 BOARD WORKING AGREEMENTS**

Board members briefly discussed approving the 2025-26 Board Working Agreements.

Ms. Newman noted two areas in need of language clarification.

Ms. Rabasa brought attention to the length of the Working Agreements and suggested addressing it next year.

The item will come back to the BOD for approval at their next meeting.

**XII. BOARD COMMITTEE REPORTS**

There were none.

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

Ms. Thessen suggested an update about potential impacts of the new cellphone policy on high school students who are employed.

Ms. Newman suggested revisiting BOD elections, specifically position representation.

**XIV. ADJOURNMENT**

Chair Di Liberto adjourned the regular meeting at 9:04 p.m.

*Recorded by Terah Van Dusen, LCOG*

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Dr. Miriam Mickelson  
District Clerk

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Tom Di Liberto  
Board Chair

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

**Date: September 17, 2025**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session 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 September 12, 2024.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

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

**ABSENT:**

Maya Rabasa

**STAFF:**

Miriam Mickelson, Superintendent  
Carmen Xiomara Urbina, Chief of Staff  
Matt Brown, Director of Finance  
Bob Blythe, Associate Director of Financial Services  
Christine Nesbit, General Counsel  
Larry Williams, Assistant Superintendent of Instruction  
Judy Jesiah, State and Federal Grants Manager  
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging  
Kat Lange, Executive Director of Youth and Family Support  
Oscar Loureiro, Director of Research and Planning  
Kelly McIver, Communications Director  
Kyle Tucker, Chief Operations Officer  
Erin Gaston, Elementary Curriculum and MTSS Administrator  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board  
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

**OTHER GUESTS:**

None.

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, Eugene Education Association (EEA)

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

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS)

**MEDIA:**

KRVM

**I. CALL WORK SESSION TO ORDER, ROLL CALL**

Chair Di Liberto called the work session to order at 6:02 p.m.

**II. BOARD CHAIR WELCOME**

Chair Di Liberto reported that members of the Eugene School District 4J Board of Directors (BOD) attended the United Way Breakfast on September 11, 2025. He announced the following Committee assignments for the 2025-26 school year:

- All members to serve on Budget Committee
- Ms. Munro, Vice Chair Thessen, and Ms. Jonak to serve on Bond Oversight Long Range Facilities Planning Committee
- Vice Chair Thessen, Ms. Rabasa, and Rick Hamilton to serve on Legislative Committee
- Ms. Newman (Ms. Jonak alternate) to serve on Lane Council of Governments (LCOG)
- Mr. Hamilton (Ms. Jonak alternate) to serve on Lane ESD Budget Committee
- Ms. Newman to serve on Eugene Education Foundation (EEF)
- Ms. Rabasa, Ms. Munro, and Ms. Newman to serve on Policy Workgroup
- Chair Di Liberto (Ms. Jonak alternate) to serve on Charter School Council
- TBD to serve on Educational Equity Advisory Committee (EEAC)

**III. AGENDA APPROVAL**

There were no changes to the agenda.

**IV. PUBLIC COMMENT**

There were none.

Chair Di Liberto took a moment to explain protocol for public comment during work sessions, as follows:

- Up to 5 individuals will be permitted to provide public comment
- There is a 3-minute time limit (per speaker)
- If there are more than 5 individuals who wish to provide public comment, priority will be given to district residents who did not provide public comment during the previous two meetings, after which the selection of speakers will be determined randomly

- Comments at work sessions may only address topics listed on the published agenda

**V. COMMENTS BY EMPLOYEE GROUPS**

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) provided comments. He offered appreciation for the student-centered solutions on behalf of upper leadership and the superintendent. He said the budget outlook is sobering. He cited shrinking state school revenue. He said the large, proposed cuts to the general fund would result in reductions across all employee groups and asked the BOD to seek input from students, families, employee groups, and community partners. Mr. Lavin brought attention to the importance of Outdoor School, the Policy Workgroup, and the upcoming Budget Committee selection process.

**VI. CONSENT GROUP – ITEMS FOR ACTION**

**1. APPROVE THE DRAFT BOARD MEETING MINUTES FOR: AUGUST 20, 2025 WORK SESSION**

**2. APPROVE ROUTINE PERSONNEL ACTIONS**

**3. FIFTH GRADE OUTDOOR SCHOOL CONTRACTS FOR COYOTE OUTDOOR SCHOOL AND CAMP TAMARACK**

**4. BOND PROJECT – SOUTH EUGENE HIGH SCHOOL WINDOW REPLACEMENT – DESIGN**

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

**VII. ITEMS FOR INFORMATION**

**1. RECEIVE AN UPDATE ON THE SUPERINTENDENT’S POLICY WORK GROUP**

Superintendent Mickelson referenced a document provided to the BOD with further details about the Policy Workgroup. She noted that last year 40 policies were approved, a significant increase from previous years. The Policy Workgroup met last week and will continue meeting every other Wednesday throughout the school year.

**2. RECEIVE THE INTEGRATED GUIDANCE/PROGRAMS (IG) 2024-25 ANNUAL REPORT**

Assistant Superintendent of Instruction Larry Williams and Manager of Financial Stewardship and Compliance (State and Federal Grants) Judy Jesiah responded to questions about the Integrated Guidance/Programs (IG) 2024-25 Annual Report. Mr.

Williams referenced a document provided to the BOD with further details about the report – including that 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, and post the report to the district or charter school website; and that the Instruction Cabinet shall provide a snapshot of IG outcomes and strategies and report budget and expenditures to the Oregon Department of Education (ODE).

Mr. Williams and Ms. Jesiah invited feedback from the BOD. The Annual Report will be submitted to ODE by September 30, 2025.

Ms. Munro asked how they are ensuring elementary school educators receive the support they need to transition into the new curriculum.

Mr. Williams responded that the Language Arts curriculum adoption is still fresh. He said there will be refresher trainings, and learning the curriculum will take time.

On the topic of attendance, Vice Chair Thessen is concerned about the effect of the new bell-to-bell cellphone ban; and in general, ensuring that the district is accurately tracking attendance.

Mr. Williams said the district relies on information provided when the student/parent calls in. He noted that it is more difficult tracking high school attendance. He said middle and elementary have made gains and improving high school attendance is their focus. He mentioned work being conducted on behalf of the Attendance Committee.

Ms. Munro asked about grant activities, specifically requesting information about the large range/difference in the data. She asked for more context around budgeting versus spent in the form of a Friday memo.

Chair Di Liberto asked for more information about mentoring new teachers.

Mr. Williams responded that mentoring new teachers is challenging as there are nine mentors and more than 100 new teachers. He said they also rely on the “neighboring teacher” across the hall to provide mentorship.

Ms. Newman asked if the early literacy fund is separate.

Ms. Jesiah responded affirmatively.

Ms. Jonak inquired about the percentage of students with the potential to graduate early.

Mr. Williams said 62% of juniors could reach the number of credits to graduate. He explained that while it is a great problem to have, their focus is for students to remain through their senior year. He cited sports, clubs, career paths, and college credits as potential incentives.

Eugene Education Association (EEA) Sabrina Gordon provided comments about the teacher mentor program. She said in light of budget restrictions, there will likely need to be adjustments in the future. She encouraged working together to meet the needs of educators entering the workforce.

### **3. RECEIVE MONTHLY FINANCE REPORT**

Director of Financial Services Matt Brown provided a monthly finance report including enrollment trends, general fund revenue, general fund expenses, and a financial summary.

Mr. Brown said the district is largely following previous historical trends. Regarding the beginning fund balance for the general fund, he said the district is coming in less than was forecasted (1.3% difference). He noted that the low percentage difference is favorable.

Ms. Munro requested a column for monthly budgeting.

Mr. Brown responded affirmatively.

Mr. Brown informed the BOD that the district's Finance Department recently received an email detailing allocations from ODE for Integrated Guidance, including reductions for the 2025-26 and 2026-27 school years. He said overall the district is down \$1.16 million. He noted that the legislation added \$100 million from their rainy-day fund over the next two years. Mr. Brown added that ODE contacted them and said they are paying the district for overdue timber revenue in the amount of roughly \$1.2 million. Given the new information, Mr. Brown said their goal is to avoid any disruptions to the current school year (i.e. no reductions or changes).

Ms. Newman asked for more information about the ADMw (weighted average).

Mr. Brown responded that ADMw includes, but is not limited to, poverty, teen pregnancy, special education, English Language Learners (ELL), remote elementary school corrections, small high school corrections, post-graduate scholars, and foster care. He said he will follow up with more information about ADMw.

In closing, Mr. Brown stated that their intention is to begin educating the community, staff, and public about the current and near future district budget scenario, including:

- Enrollment decline (-5%) and an increase (+32%) in staffing
- A spending down of 40% of the fund balance

- Ending fund balance decreasing
- To maintain an 8% reserve policy for 2026-27, \$24.9 million in reductions are needed; and reducing to meet the reserve policy does not fix the overarching financial issue, the district is still outpacing revenue

## VIII. ITEMS FOR ACTION

### 1. NOMINATION FOR OREGON SCHOOL BOARDS ASSOCIATION (OSBA) LEGISLATIVE POLICY COMMITTEE POSITION

**MOTION:** Vice Chair Thessen moved to nominate Ms. Newman to serve on the OSBA Legislative Policy Committee. Ms. Munro seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

### 2. NOMINATION FOR OREGON SCHOOL BOARDS ASSOCIATION (OSBA) BOARD DIRECTOR POSITION

**MOTION:** Ms. Jonak moved to nominate Ms. Rabasa to serve as OSBA Board Director. Seconded by Mr. Hamilton; **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

### 3. APPROVE THE BUDGET COMMITTEE SELECTION PROCESS FOR 2025-26

Chair Di Liberto recommended approval of the Budget Committee selection process for 2025-26. Chair Di Liberto explained the process, including that there are two open Budget Committee vacancies. He noted that one member of the EEAC must fill a vacancy on the Budget Committee. The recommendation is that the EEAC nominate one of their members, thereby leaving only one position to fill through the district's selection process. The BOD will be asked to identify their top three finalists via ballot process.

The BOD engaged in a brief discussion about the ideal number of interview finalists.

**MOTION:** Ms. Jonak moved to change the number of interview finalists from three to six. Vice Chair Thessen seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

**MOTION:** Ms. Newman moved to add the following additional question for candidates: "While not required, please share any experience you have with finance, accounting, or budgets." Ms. Munro seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

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

**4. APPROVE THE REVISED 2025-26 BOARD WORKING AGREEMENTS**

Chair Di Liberto recommended approval of the Revised 2025-26 Board Working Agreements.

**MOTION:** Vice Chair Thessen moved to approve the Revised 2025-26 Board Working Agreements. Ms. Jonak seconded. **The motion passed unanimously, 6:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

**IX. ITEMS FOR ACTION AT A FUTURE MEETING**

**1. REVIEW FOR APPROVAL OF THE 2025-26 BOARD GOALS**

Vice Chair Thessen introduced review for approval of the 2025-26 Board Goals. She referenced a document provided to the BOD and said that action will be taken at the next meeting.

**2. CONSIDER FOR APPROVAL OF THE 2025-26 SUPERINTENDENT EVALUATION PROCESS**

Chair Di Liberto provided information about the 2025-26 Superintendent Evaluation Process and outlined superintendent goals.

**3. FOR CONSIDERATION, BOARD ELECTION FORMAT**

Ms. Newman introduced the Board Election Format for consideration, specifically bringing attention to regional representation in the election process. She said the topic will be revisited in December or January.

**X. ADJOURN**

Vice Chair Thessen recognized Future Build for completing a new medical respite clinic located at Everyone Village.

Chair Di Liberto adjourned the work session at 7:50 p.m.

*Recorded by Terah Van Dusen, LCOG*

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Superintendent

Chair



**ITEM ACTION – CONSENT AGENDA**

**Date of Meeting:**  
 October 8, 2025

**Title:**  
 Approve meal prices for 2025–26

**Presenter:**  
 Jill Cuadros, Director of Nutrition & Warehouse Services

**Description:**  
 In compliance with federal child nutrition program requirements for meal pricing (*2 CFR § 210.14*, which governs nonprofit school food service programs), Nutrition Services recommends updating the district’s formal meal pricing structure for the 2025–26 school year.

Although all student meals are served at no charge districtwide under the Community Eligibility Provision (CEP), federal regulations require that a formal meal pricing structure be maintained. These prices do not affect student participation in the School Breakfast Program (SBP), National School Lunch Program (NSLP), or Child and Adult Care Food Program (CACFP); however, they establish compliant rates for adult meals, vended meals, and other nonprogram meal services.

	Paid Breakfast		
Level	24-25	25-26	Change
Elementary	\$ 1.75	\$ 3.00	\$ 1.25
Middle	\$ 2.00	\$ 3.25	\$ 1.25
High	\$ 2.00	\$ 3.50	\$ 1.50
Reduced Price	\$ 0.30	\$ 0.50	\$ 0.20
Milk/Milk Alternative	\$ 0.75	\$ 1.00	\$ 0.25

	Paid Lunch		
Level	24-25	25-26	Change
Elementary	\$ 3.25	\$ 4.25	\$ 1.25
Middle	\$ 3.50	\$ 4.50	\$ 1.25
High	\$ 3.75	\$ 4.75	\$ 1.50
Reduced Price	\$ 0.40	\$ 0.60	\$ 0.20
Milk/Milk Alternative	\$ 0.75	\$ 1.00	\$ 0.25

Additionally, in accordance with USDA and Oregon Department of Education guidance, adult and vended prices are set to fully recover costs and include the fair-market value of USDA Foods assistance (\$0.45 per lunch), plus labor, overhead, and packaging costs.

	Paid Breakfast		
Level	24-25	25-26	Change
Vended Breakfast	\$ 4.00	\$ 5.00	\$ 1.00
Adult Breakfast	\$ 4.00	\$ 5.00	\$ 1.00

	Paid Lunch		
Level	24-25	25-26	Change
Vended Lunch	\$ 6.00	\$ 7.00	\$ 1.00
Adult Lunch	\$ 6.00	\$ 7.00	\$ 1.00
* CenterPoint vended lunch will increase by \$2.50			

**Recommendation:**

The Superintendent recommends approval of meal prices as proposed.



## ITEM FOR INFORMATION

**Date of Meeting:**

October 8, 2025

**Title:**

Introduction of the 2025-26 Student Board Representatives

**Presenters:**

Carmen Xiomara Urbina, Chief of Staff

Sebastian Bolden, Director of Secondary Education

**Background:**

Board [Policy BCBA–Student Representatives to the Board](#) provides a formalized process for communicating with, and involving students in, school board meetings via the position of Student Board Representatives.

The Student Board Representatives will sit with the Board at all regular public meetings and will represent students' interests. The panel will consist of two representatives from each high school who serve as primary and alternate representatives. Representatives will communicate information from the school student bodies to the Board and from the Board to the school student bodies.

The Eugene School District 4J Board of Directors greatly appreciates the role of the Student Board Representatives. Hearing the student perspective and voice on matters brought before the board is important and valuable to the Board. Learning from the Student Board Representatives about current school activities and items of interest to their peers, helps inform the Board and district leadership as decisions and actions are considered.

**Description:**

The 2025-26 Student Board Representatives will be introduced and formally installed as representatives during the regular board meeting via the following Oath of Office:

"I \_\_\_\_\_ (name), will support the Constitution and the Laws of the United States, the State of Oregon and the laws thereof, and the policies of the Eugene School District, and will discharge the duties of Student Board Representative to the Eugene School District 4J School Board to the best of my ability."



## ITEM FOR INFORMATION

**Date of Meeting:**

October 8, 2025

**Title:**

Receive information about Neurodiverse-Affirming Library Books

**Presenters:**

Della Thomas, Student Services Administrator

Seth Pfaefflin, Director of Student Services

**Background:**

Approximately 20% of all students in grades K-12 are considered neurodivergent. Neurodivergence is a term encompassing a variety of conditions - including Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Dyslexia, Tourette's Syndrome, Obsessive Compulsive Disorder and Anxiety Disorder. It is not a disease, diagnosis or special education eligibility, but rather it describes the myriad of ways the brain receives, processes and responds to information.

Applying the national average to Eugene 4J yields approximately 3000 students who are considered neurodivergent. It is imperative that our school environments foster a deeper understanding of neurodivergence and do so in an affirming way. Seeing skills of emotional regulation, positive social interactions and self-awareness reflected in literary characters who are neurodivergent will provide an opportunity to witness these skills firsthand.

Neurodiversity-affirming books help to increase emotional intelligence in children. They foster a sense of belonging for children who are neurodiverse by allowing them to see themselves reflected in literature. Moreover, they encourage empathy and awareness in students who are neurotypical. They can challenge stereotypes and promote an inclusive environment.

Thanks to a generous grant by the Eugene Education Foundation, every school library (including Fox Hollow and ECCO) in 4J will receive a tote bag or bin of new books. In addition to featuring affirming neurodiverse characters, some of the titles were written by individuals who self-identify as neurodiverse. In addition, we were able to find a few of the books in Spanish.

In selecting these titles, we consulted a variety of sources – parents of students who are neurodiverse, self-identifying neurodiverse adults and a comprehensive [booklist](#). Our grant application was buoyed by the passing of [Resolution 2025-05 Affirming the Rights, Inclusion, and Success of Students with Disabilities](#). In turn, we are confident that the addition of these books to every school library will embody the goals of the resolution by building common

understanding and respect for all individuals and strengthening our inherently diverse school community.

Reading List: (\* = neurodiverse author)

Elementary	Title	Author
	<a href="#">Bitsy Bat*</a> - <a href="#">overview</a>	Kaz Windness
	<a href="#">Bitsy Murciélago</a> , estrella escolar (Bitsy Bat, School Star) (The Bitsy Bat Series) (Spanish Edition)	Kaz Windness
	<a href="#">Wiggles Stomps and Squeezes Calm My Wiggles Down*</a>	Lindsey Rowe Parker
	<a href="#">The Boy with Big Big Feelings</a>	Britney Winn Lee
	<a href="#">Can You See Me?*</a>	Libby Scott
	<a href="#">In Two Worlds*</a>	Ido Kedar
	<a href="#">Wepa: English &amp; Spanish</a>	J del La Vega
	<a href="#">Tic and Twitch</a>	Melissa Mederos
	<a href="#">Maya's Voice</a>	Wen-Wen Cheng
	<a href="#">Violet Shrink</a>	Christine Baldacchino
	<a href="#">Being autistic</a>	Niam Garvey
	<a href="#">Upside Down Magic (books 1-6)</a>	Emily Jenkins
	<a href="#">Speak Up</a>	Rebecca Burgess
	<a href="#">Wonderfully Wired Brains</a>	Louise Gooding and Ruth Burrows
	<a href="#">My Autistic Mama</a>	Kati Hirschy
Middle		
	<a href="#">Anybody Here See Frenchie?</a>	Leslie Connor
	<a href="#">The State of Grace*</a>	Rachael Lucas
	<a href="#">Stanley Will Probably Be Fine*</a>	Sally Pla
	<a href="#">A Boy Called Bat</a>	Elana K. Arnold

	<a href="#">Un nino llamado Bat</a>	Elana K Arnold
	<a href="#">Trouble with a Tiny T</a>	Merriam Sarcia Saunders
	<a href="#">Figure it out Henry Weldon</a>	Tanita S Davis
	<a href="#">Fish in a tree</a>	Lynda Mullaly Hunt
	<a href="#">Superstar</a>	Mandy Davis
	<a href="#">Rain Reign</a>	Ann Martin
High		
	<a href="#">Touch and Go Joe</a>	Joe Wells
	<a href="#">I Never Get Lost in the Woods*</a>	Aaron Jepson
	<a href="#">Afrotistic*</a>	Kala Allen Omeiza
	<a href="#">Out of My Mind</a>	Sharon Draper
	<a href="#">Like It Cold*</a>	Elle McNicoll
	<a href="#">Odd Girl Out*</a>	Laura James



## ITEM FOR INFORMATION

### **Date of Meeting:**

October 8, 2025

### **Title:**

Receive an update on the Electronic Hall Pass Pilot

### **Presenters:**

Casandra Kamens, Curriculum Administrator

Sebastian Bolden, Director of Secondary Education

Larry Williams, Assistant Superintendent of Instruction and Access

### **Background:**

Eugene School District 4J is launching a 3-month pilot (September–December 2025) of the Synergy Electronic Hall Pass (EHP) system in four high schools and one middle school:

- Churchill High School,
- North Eugene High School,
- Sheldon High School,
- South Eugene High School,
- Kelly Middle School

### **Purpose:**

- Improve campus safety and accountability
- Reduce classroom disruptions and streamline pass management.
- Support consistent hallway management
- Gather authentic feedback from students, staff, and families.
- Evaluate equity impacts and unintended consequences before any permanent decision.

This is a **pilot, not a permanent policy**. Student and family voice, transparency, and equity are central.

### **Summary:**

Eugene School District 4J launched a three-month pilot of the Synergy Electronic Hall Pass system across all four high schools (Churchill, North Eugene, Sheldon, and South Eugene) and one middle school (Kelly) in September 2025. The pilot is scheduled to conclude with a comprehensive evaluation in December 2025.

### **Current Status (Phase 2: Monitor, Engage & Adjust)**

Over the next few months, we will be gathering feedback through a comprehensive engagement plan:

- Online Feedback Form (in progress): Linked on the EHP webpage; monitored by Chief of Staff with trends shared bi-weekly with leadership

- Virtual Community Meeting: Inclusive HS/MS session with presentation and live Q&A, followed by ThoughtExchange #1 for broad, anonymous feedback
- In-Person/Hybrid Forum: Presentation of pilot data and findings with live and virtual access, followed by ThoughtExchange #2 for reflection and recommendations
- School-Level Engagement: Principals supplementing with newsletters, coffee chats, or advisory councils to address local concerns

### **Next Steps**

In December 2025, the district will complete an equity impact review and present a comprehensive evaluation report with recommendations to continue (with stronger safeguards), adjust (limit or tailor usage), or pause/discontinue the program based on pilot findings.

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# Synergy Electronic Hall Pass

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— General Overview —

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# Why Synergy eHall Pass?

**Safety and Security:** The system provides real-time information of intended student locations, which is crucial during emergencies like lockdowns or evacuations. Administrators can quickly identify which students are out of class and where they should be located. This enhanced visibility helps ensure student safety and improves emergency response capabilities. It also reduces the number of students that can be out in the halls at any given moment.

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**Reduced Class Disruptions:** Traditional paper passes often require teachers to stop instruction to write passes and manage requests. Students can request passes through their district-provided devices, and teachers can respond with minimal classroom disruption.

**Data-Driven Insights:** Schools gain valuable analytics about hall pass usage patterns, including which students frequently leave class, peak usage times, and common destinations. This data helps administrators identify potential patterns that could suggest students are avoiding certain classes.

**Accountability and Transparency:** The system creates logs of all requests with timestamps and durations. This accountability discourages misuse and helps identify students who might be wandering halls without permission. *Parents and administrators can access records when needed to address attendance or behavioral concerns.*

# Synergy Electronic Hall Pass

- Beginning this year high schools and a middle school are using the eHall Pass system in synergy.
- eHall pass is replacing most other forms of hall passes that teachers use
- Paper hall passes within classes will only be used in the event of a system-wide outage or a substitute
- Paper call slips will still be sent / delivered to classrooms if an office official, principal, counselor, etc. need to meet with a student
- Some students may still have a paper pass for specific situations (IEP, 504 etc)

# Synergy eHall Pass - features

## District determined

- First and last 10 min of classes are restricted (students cannot request a pass during this time).

## School determined

- The number of students for a specific location at any given time
- Which spaces require approval
- Specific locations tied to specific restrooms/spaces
- Certain students can't have active passes at the same time
- Can restrict students to certain daily limits for each category (Restroom, counselor, attendance, etc.)
- Disable hall pass altogether for a specific location due to vandalism or other safety concerns

# Synergy eHall Pass - FAQ

- Will my student need a phone to access a pass?
  - EHall pass does not require a cell phone, in fact we do not need to use StudentVUE mobile app at all (in line with Governor's new executive order)
- What if my student forgets their district laptop?
  - Teachers can create passes for students quickly from their class seating chart.
- Will my student be tracked?
  - Synergy Hall Pass does *not* use GPS or any other system to track students. It records the destination and time for each pass issued, and this data is accessed by administrators if there are concerns about patterns, chronic absenteeism or hallway disruptions.
- What about my student's medical needs?
  - For students on an IEP or 504, or with extenuating circumstances schools will implement a different process using a paper pass.
- Will my student be disciplined for hall passes?
  - Students will not have consequences for requesting hall passes. The system is meant to collect data and support student safety.

# Discussion & Decision: Family, Guardian, Student Engagement & Feedback

## Proposed Engagement Plan

A layered plan ensures students, families, and guardians have multiple ways to learn about and shape the pilot:

- **Website Video + FAQ (In Progress):** Short video explaining what the pilot is and is not, with answers to common questions.
- **Online Feedback Form (In Progress):** Linked on the EHP webpage; monitored by Chief of Staff; trends shared bi-weekly with Casandra, Jen, and Sebastian.
- **Virtual Community Meeting (Oct):** Inclusive HS/MS <sup>31</sup> session with presentation + live Q&A; followed by ThoughtExchange #1 for broad, anonymous feedback.
- **In-Person/Hybrid Forum (Dec):** Present pilot data and findings; live and virtual access; followed by ThoughtExchange #2 for reflection and recommendations.
- **School-Level Engagement:** Principals may supplement with newsletters, coffee chats, or advisory councils to address local concerns.
- **Ongoing Transparency:** Monthly dashboards and updated FAQs available to all families in multiple languages.



**ITEM FOR ACTION (Second Read)**

**Date:**

October 8, 2025

**Title:**

Approve the 2025-26 Board Goals

**Presenter:**

Ericka 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.

## 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 (Second Read)**

**Date of Meeting:**

October 8, 2025

**Title:**

Approve the 2025–26 Superintendent Evaluation Process

**Presenter:**

Tom Di Liberto, Board Chair

**Background:**

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.

The evaluation process includes scheduled Executive Sessions in December 2025, March 2026 and May 2026. The evaluation summary will be presented at a public meeting in May 2026.

**Recommendation:**

The recommendation is that the board approve the 2025–26 Superintendent Evaluation Process.



# Eugene School District 4J

## 2025-26 Superintendent Evaluation

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 2026 - 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 2026 (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, 2026.

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

<u>Standard 1: Visionary District Leadership</u>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● Implements the district's continuous improvement plan and communicates its progress.</li> </ul>
<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"> <li>● Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.</li> <li>● Makes ethical and legal recommendations to the board.</li> <li>● Models ethical behavior in their own conduct and cultivates ethical behavior in others.</li> </ul>
<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"> <li>● Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.</li> <li>● 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.</li> <li>● Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.</li> </ul>
<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"> <li>● Evaluates, designs, fosters and implements coherent systems of curriculum, instruction, supports, assessment and instructional leadership.</li> <li>● Implements coordinated systems of support, including coaching and professional development for staff.</li> <li>● Manages an appropriate system of assessment, data collection and analysis that supports instructional improvements, equity, student learning and well being, and instructional leadership.</li> <li>● Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.</li> </ul>
<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"> <li>● Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.</li> <li>● Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.</li> <li>● Cultivates relationships and partnerships with members of the business, civic and local governments in support of their advocacy for district, school and community needs.</li> <li>● Goes beyond the district and local community to advocate for students in the county, regional and/or state level.</li> </ul>
<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"> <li>● Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.</li> <li>● Establishes productive relationships with associations while managing labor relations and contracts effectively.</li> </ul>
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	<ul style="list-style-type: none"> <li>●Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning.</li> <li>●Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.</li> </ul>
<p><u>Overall Rating for Standard 6:</u></p>	
<p><u>Evidence/Comments/Discussion:</u></p>	

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

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

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## **ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)**

**Date of Meeting:**

October 8, 2025

**Title:**

Consider Proposed Revisions to Policy JOA – Directory Information

**Presenter:**

Christine Nesbit, General Counsel

**Summary:**

Policy JOA – Directory Information is a student records related policy that implements the directory information exception under student records laws, including the requirement that the district specify the types of information it has designated as “directory information.” Directory information is generally considered information that is not harmful or an invasion of privacy if disclosed. Directory information may be disclosed by a school administrator without prior parental consent, so long as a parent has not “opted out” of the disclosure of such information, when appropriate procedures are followed.

“Directory information” does not refer to a student directory, but to categories of information that the district is allowed to, and actually has, designed as directory information.

Policy revisions are needed at this time primarily because the Oregon law definition of “directory information” has changed and the current policy JOA is not in compliance with the law. Additionally, a policy revision is recommended to the deadline for parents to submit the opt out form.

**Background:**

Federal and state student education records laws restrict 4J staff from disclosing information from a student’s education record without the prior written consent of the parent or eligible student unless an exception applies. One such exception is for “directory information.”

Certain categories of information in a student record that have been designated in board policy as “directory information” may be disclosed without prior written consent as long as the school gives notice to parents of: (a) the types of information which it has designated as directory information; (b) the parent or eligible student’s right to restrict the disclosure of such information; and (c) the period of time within which a parent or

eligible student has to notify the school in writing that they do not want any or all of those types of information designated as “directory information.” If a parent opts-out of the release of directory information, it may not be disclosed pursuant to the directory information exception.

In compliance with this policy, the district provides an annual notice to families near the beginning of each school year that informs them of their rights under education records laws, including the right to opt out of directory information, and the timeline for opting out. Families are also provided the opt out forms.

Change in law. In June 2025, the Oregon Department of Education (ODE) adopted a permanent rule change narrowing the definition of directory information. Under ODE’s rule, information that may no longer be released under the directory information exception:

- Parent name
- Student or parent phone, email address or home address
- Student age
- Grade level
- Previous schools or programs attended
- A student ID number

Information that may continue to be released under the directory information exception (unless a parent or student has restricted the release of directory information) is limited to:

- Student name
- Photograph
- Participation in recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Major field of study

#### Proposed policy changes

Proposed revisions to policy JOA – Directory information are two-fold.

1. First, the revisions will remove the no-longer allowable categories of directory information from the definition of directory information. Specifically, directory information categories will no longer include a parent’s name, contact information of a student or parent, a student’s age or grade level, prior schools or programs attended, and a student’s ID number. These changes are necessary for the district’s policy to be in legal compliance.

2. Second, the revisions will change the timeline in which parents and eligible students may return the opt-out form. The law requires that district policy specify timeline in which parents and eligible students may notify the district of their decision to opt-out of the disclosure of directory information. Currently district policy provides that the deadline for returning opt-out forms following the annual notice is September 20. The proposed revisions are to change that date from September 20 to “within 15 days of the annual public notice.”

Policy JOA – Directory Information was last updated in 2018.

Code: JOA  
Adopted: 3/16/17; 11/28/18  
Revised/Readopted: XX/XX/XX

**Proposed Revisions Format:**

Revised content presented in **RED Font**;  
Deleted content presented in **GREEN Font**;  
Continuing policy content in **BLACK Font**

**Options and Alternatives:**

The Board may choose to accept proposed revisions to Policy JOA – Directory Information. The Board may wish to direct staff to make further revisions.

**Recommendation:**

The superintendent will recommend approval of revisions to policy JOA at a future meeting.

# Eugene School District 4J

Code: JOA  
Adopted: 8/20/08  
Revised/Readopted: 3/15/17; 11/28/18; XX/XX/XX  
Orig. Code: JOA

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ **directory** ~~Directory~~ information may be released ~~to the public~~ through appropriate procedures **and includes:**

- ~~1. Student's name;~~
- ~~2. Parent's name;~~
- ~~3. Telephone number and email address of parent;~~
- ~~4. Telephone number of student who has reached 18 years of age;~~
- ~~5. Student's email address;~~
- ~~6. Student's photograph;~~
- ~~7. Student's age;~~
- ~~8. Major field of study;~~
- ~~9. Participation in officially recognized sports and activities;~~
- ~~10. Weight and height of athletic team members;~~
- ~~11. Dates of attendance;~~
- ~~12. Grade level;~~
- ~~13. Honors or awards received;~~
- ~~14. Previous schools or programs attended.~~
- ~~15. A student identification number, user ID, or other unique personal identifier used by the student to access or communicate in electronic systems that cannot be used to access education records without a password or PIN known only by the authorized user~~

- 1. Student's name;**
- 2. Student's photograph;**

3. Participation in officially recognized activities and sports;
4. Weight and height of members of athletic teams;
5. Dates of attendance;
6. Degrees and awards received; and
7. Major field of study

## Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or ~~are~~ emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Right to Opt-Out of Release of Directory Information

Parents and eligible students who do not want the district to release directory information without their prior written consent may notify the district in writing. Requests to opt-out of the release of directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student who has reached 18 years of age or emancipated student **within 15 days of the annual public notice.** ~~by September 20.~~

## Disclosure of Directory Information

The district may, but is not required to, release directory information pursuant to this policy. Directory information considered by the district to be detrimental will not be released.

Directory information shall be released only with administrative direction.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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## Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 180.805](#)

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220](#) - 021-  
0430  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~ 2024).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~ 2024); Family  
Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2025).  
Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012~~ 2024).

**Cross Reference(s):**

IGBAB/JO – Education Records/Records of Students with Disabilities  
JO/IGBAB – Education Records/Records of Students with Disabilities



## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting:

October 8, 2025

### Title:

Consider for approval revisions to Policy JFCEB – Personal Electronic Devices and Social Media

### Presenters:

Carmen Xiomara Urbina, Chief of Staff

Sebastian Bolden, Director of Secondary Education

### Background:

As part of our ongoing work to modernize and clarify district policy, revisions to [Policy JFCEB – Personal Electronic Devices and Social Media](#) had begun before Governor Kotek’s Executive Order.

### Policy History

Revisions to Policy JFCEB began in October 2024, when the Superintendent’s Leadership Council (SLC) initiated a review of student cell phone use in K–12 schools. This inquiry was grounded in research from *The Anxious Generation* by Jonathan Haidt and focused on whether a bell-to-bell restriction might improve student well-being and promote equitable learning environments.

Progress was intentionally paused in early 2025 while awaiting possible state action. [House Bill 2251](#), which proposed banning student cell phone use statewide during the school day, was introduced in the 2025 Oregon legislative session but failed to advance and officially died in the Senate Committee on Education on May 21, 2025.

### Executive Order 25-09 & State Requirements

On July 2, 2025, Governor Kotek issued [Executive Order No. 25-09 \(EO\)](#). The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by **October 31, 2025**, with full implementation required by **January 1, 2026**.

Existing Oregon law, [ORS 336.840](#), also requires policy language regarding student use and possession of personal electronic devices.

## Next Steps

Eugene School District 4J is preparing for the adoption and implementation of [Policy JFCEB: Personal Electronic Devices \(PEDs\)](#) in compliance with [ORS 336.840](#) and [Executive Order 25-09](#). The policy requires districts to prohibit the use of personal electronic devices during instructional hours while protecting instructional access, equity, and student well-being. Full implementation is scheduled by January 1, 2026

## Work Completed to Date

Since August 2025, the district has convened a cross-departmental PED Committee to guide this work. The committee is organized into four focus areas:

- **Policy & Compliance** – ensures state alignment and board adoption.
- **Instructional & Equity** – reviews academic use, exemptions, and impacts on IEP/504 students.
- **Implementation & Operations** – develops site-level logistics, storage, enforcement, and training.
- **Family & Community Engagement** – designs communication and feedback loops with families, students, and staff.

## Surveys Conducted

To ensure broad input, the district has launched three community surveys and will create a website on our webpage.

### 1. [Personal Electronic Devices Parent, Guardian, Family, Staff Survey](#):

This survey was designed to:

1. Gather firsthand experiences with current practices, including the **middle school “off-and-away” guidance** implemented in 2024–25.
2. Understand community perspectives on the benefits, challenges, and potential impacts of a **districtwide “bell-to-bell” restriction** on personal electronic devices (PEDs), required by state law by January 1, 2026.
3. Inform district planning so that implementation reflects **community priorities, safeguards equity**, and balances student learning with family needs.

## Participation

- **Total Responses:** 774
- **Roles Represented:** Parents/Guardians 97% (n=750) | Staff 2% (n=16) | Students <1% (n=7)
- **Total Grade Levels Represented:** Responses spanned grades **6–12**, with strongest participation in transition years (6th, 9th, 10th, 11th).

## Key Findings

1. **High Device Use:** 83% of families reported that their student brings a cell phone to school daily.
2. **Middle School Policy Lessons:** Families described both benefits (calmer classrooms, stronger peer interactions) and challenges (communication barriers, student anxiety, logistical issues) with the “off-and-away” approach.
3. **Anticipated Benefits of a Districtwide Policy:** Respondents noted potential for improved academic engagement, fewer classroom distractions, and consistency across all schools.
4. **Concerns to Address:** Families raised worries about emergency communication, equity in granting exemptions, consistency of enforcement, and student stress.

## 2. Personal Electronic Devices Student Survey (Grades 6–9):

A total of 3,035 students in grades 6–12 participated in the district’s Personal Electronic Devices (PED) survey. The majority of responses came from middle school students, with nearly 60% of all submissions representing grades 6 through 8. Sixth graders made up the single largest group at 20.6% of respondents, followed closely by seventh and eighth graders at 19.4% and 19.2%. On the high school side, participation was more varied, with 10th and 11th graders contributing moderate shares (13.2% and 10.7%), while 9th graders (9.2%) and seniors (7.7%) were the least represented.

In terms of device access and use, the results show that cell phones are nearly universal among secondary students. Three out of four students (75%) reported bringing their phone to school every day. Another 10% said they sometimes bring a phone if needed, while 3.3% reported never bringing a device because it is not allowed. About 12% of respondents reported not owning a cell phone, a group that likely skews younger and may also reflect economic differences.

Cell phone ownership and use are overwhelmingly common, meaning any district policy will directly affect the vast majority of students.

## 3. Personal Electronic Devices Parent, Guardian, , Staff. Survey – Round 2:

A total of 888 families responded to the elementary Personal Electronic Devices (PED) survey.

Responses represented families with children across all elementary grades. Participation was relatively balanced, though slightly higher in the upper grades: 22.4% reported a student in kindergarten, 18.8% in first grade, 16.6% in second, 20.3% in third, 23.5% in fourth, and 25.1% in fifth grade.

When asked what type of personal electronic device their child brings to school, most families indicated that their student does not bring one. Nearly 80% reported “none,” while 11.1% noted their child uses a smartwatch, 7.9% reported a cell phone, and smaller shares indicated tablets (0.9%) or other wearables (3.5%).

The frequency data further reinforced this finding. Sixty-five percent of families reported that their child does not have a device. Another 14.1% said their child is not allowed to bring one, while 8.9% said devices are brought only for specific reasons. Just 12% of families indicated that their elementary student brings a device to school every day.

Spanish-speaking families were included in the survey sample, though in smaller numbers (18 total respondents). Their responses generally mirrored overall trends: most reported that their child does not have or does not bring a device, though a small share indicated smartwatch or cell phone use.

Overall, the elementary survey results show that **personal electronic devices are not widely present at the elementary level**. The majority of families reported no device use at all, with only about one in ten students consistently bringing a cell phone or smartwatch to school.

Surveys #2 and #3 closed on October 3, 2025, and results are currently being compiled. A full report will be made available soon and shared publicly with families, students, and staff. The information above is just a preliminary review of the main data points.

## Planning Underway

The committee is now preparing for the following:

- **Board Adoption (October 2025):** Policy JFCEB will be reviewed and adopted before the October 31 deadline.
- **Administrative Regulation Development (Fall 2025):** Exemption workflows, superintendent appeal processes, and training modules will be finalized.
- **Implementation Rollout (Nov–Dec 2025):** Multilingual communications, family information sessions, and staff training will be launched. Storage solutions and enforcement protocols will be finalized and shared with all schools.
- **Full Implementation (January 1, 2026):** Enforcement begins, accompanied by ongoing monitoring and a mid-year review with the Board in spring 2026.

Any previous versions of [Policy JFCEB – Personal Electronic Devices and Social Media](#) will be **deleted**.

In their place, the district will adopt:

- A **NEW Policy JFCEB – Personal Electronic Devices**, and
- A **new administrative regulation, JFCEB-AR – Request for Personal Electronic Devices Exception**, created by district leadership in direct response to the Governor’s Executive Order.

## Closing Statement

The revised Policy JFCEB – Personal Electronic Devices provides the district with a clear, compliant, and student-centered framework that aligns with ORS 336.840 and Executive Order 25-09. It removes outdated policy language and establishes a structure that can be managed more responsively at the school level. Operational details will be developed through an administrative regulation (JFCEB-AR – Request for Personal Electronic Devices Exception) to be created by the Superintendent’s designee.

This policy reflects the district’s dual commitment: to ensure legal compliance and operational consistency while also advancing student well-being, equity, and clarity for families and staff. By grounding the policy in both research and community feedback, the Board is positioned to adopt a policy that not only meets state requirements but also strengthens our system’s capacity to support healthy, focused, and equitable learning environments across Eugene School District 4J.

**Action at a Future Meeting (First Read)**

This item is being presented as a First Read. The revised Policy JFCEB – Personal Electronic Devices will be brought back to the Board on October 22, 2025 for a second read and final approval. Personal Electronic Devices and Social Media was last updated in 2018.

Code: JFCEB  
 Adopted: 11/28/18  
 Revised/Readopted: **XX/XX/XX**  
 Orig. Code: JFCEB

**Proposed Revisions Format:**

Revised content presented in **RED Font**;  
 Deleted content presented in **GREEN Font**;  
 Continuing policy content in **BLACK Font**

**Options and Alternatives:**

The Board may choose to accept proposed revisions to Policy JFCEB – Personal Electronic Devices. The Board may wish to direct staff to make further revisions.

**Recommendation:**

The superintendent recommends that the Board **delete the current [Policy JFCEB – Personal Electronic Devices and Social Media](#)** and **adopt the newly revised Policy JFCEB – Personal Electronic Devices and Social Media**.

**Comparison of Old vs. New Policy (JFCEB – Personal Electronic Devices)**

Old Policy (2018)	New Policy (2025, effective 1/1/26)	Key Differences / Notes
Students may be allowed to use and possess personal electronic devices on district property...	The Board recognizes both the educational potential and the disruptive impact of personal electronic devices (PEDs)...	Old policy permits use if non-disruptive; new policy sets expectation of restriction (“off and away”), grounded in research, well-being, belonging and EO
Definition: A device capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying info/data.	Definition: PEDs = portable/wearable, powered, capable of calls, texts, independent internet. Includes smartphones, tablets, e-readers, smartwatches, glasses, earbuds. Exempts laptops/Chromebooks.	New policy narrows to communication-capable devices; explicitly exempts laptops/Chromebooks. More detailed list.
Independent Communication: Defined as communication not requiring another person but possibly involving an electronic device.	Independent Communication: Same, but ties to ORS 336.840(1) and includes assistive tech for IEP/504.	Anchored in statute and disability accommodations.

Curriculum Use: If district implements tech curriculum, students may use own device; equal access to apps/materials guaranteed.	Academic Use: Same guarantee, but superintendent/building authority may add restrictions.	Same foundation, but new policy ties to administrative oversight and equity.
District not liable for devices brought to school/events.	Students responsible for security, care, use. District not responsible for lost/stolen/damaged devices.	Wording updated, principle same.
Prohibited Uses: Not disrupt, not illegal, not academically dishonest. Ban on obscene/pornographic image sharing.	Expanded Prohibited Uses: harassment, bullying, intimidation, unauthorized recording, disruption, interference, bathroom/locker rooms, obscene/illegal content. Refers to JFCF, JG, state law.	New policy broadens prohibited uses, adds privacy/safety, references other policies.
Discipline: Violations may result in discipline up to expulsion; law enforcement referral possible.	Progressive Interventions: Confiscation, family notification, admin meeting. No suspension/expulsion solely for possession or non-disruptive use. Must align with JG, ORS 336.840, EO 25-09.	Moves away from expulsion for possession. Prioritizes progressive, restorative interventions.
Exceptions: For health, safety, emergencies, or IEP.	Exceptions and Appeals: Includes medical orders, IEP/504, academic activities, superintendent-approved exemptions. Appeals via KL-AR(1).	New policy codifies exemption/appeal process, broader and transparent.
No storage rules.	Storage: Devices must be silenced and stored "off and away" in designated places (lockers, backpacks, caddies, pouches).	New policy mandates storage, prevents casual possession.
Scope: Applies to district property and district-sponsored activities.	Scope: Applies during instructional hours (including meals/passing). Not applicable off-campus/outside district supervision.	Narrowed to instructional hours, defines off-campus exceptions.
Superintendent ensures consistency; may develop ARs, grade/age restrictions, appeals.	Superintendent/designee develops ARs, ensures equity/translation/accessibility, ODE monitoring required.	Adds equity/translation requirements, state monitoring, building-level flexibility.
Family communication not addressed.	Student-Family Communication: District establishes processes for appropriate family contact while protecting instruction.	Entirely new section acknowledging family communication.
Effective upon adoption (2018).	Effective January 1, 2026.	Explicit effective date included.



# Policy JFCEB – Personal Electronic Devices <sup>58</sup>

Board Item for Action at a Future Meeting  
(First Read)

October 8, 2025

# ORS 336.840 — Personal Electronic Devices (Statute)

## Key provisions from the Oregon Revised Statutes (ORS):

- **Policy Requirement:** Every district school board must adopt a policy governing student use of personal electronic devices.
- **Academic Use / Independent Communication:** Policy must permit use of devices for academic purposes and independent communication (ORS 336.840(1)).
- **Prohibited Use:** Boards may prohibit telephonic/electronic communications or use of entertainment/nonacademic apps during school hours.
- **Appeals:** Policy must include a process and timeline for students to request use and to appeal denials (ORS 336.840(3)).
- **Privacy Protection:** Districts may not require students to disclose passwords or provide access to personal social media accounts.
- **Notice:** The adopted policy must be made available to students, parents, and appropriate staff.

# Executive Order 25-09 (Governor Tina Kotek, July 2, 2025)

Key excerpts from the Executive Order:

- **Mandatory Policy Adoption:** Each Oregon school district shall adopt a personal electronic device policy no later than **October 31, 2025**, with full implementation by **January 1, 2026**.
- **Prohibition During Instructional Hours:** Districts must prohibit student use of personal electronic devices during regular instructional hours (bell-to-bell).
- **Storage Requirements:** Policies must address how devices will be stored (lockers, backpacks, pouches, etc.) to ensure they are “off and away.”
- **Exceptions:** Policies must allow for exemptions for medical needs, IEP/504 requirements, and superintendent-approved exceptions.
- **Discipline:** Policies may not impose suspensions, expulsions, or loss of instructional time solely for possession or non-disruptive use of a device.
- **Equity & Access:** Implementation must include translation, accessibility, and equitable communication with families.
- **Compliance:** The Oregon Department of Education will monitor district compliance with the order.

# Background & Policy History

- Revisions initiated in October 2024 by Superintendent's Leadership Council (SLC)
- Grounded in research from The Anxious Generation (Jonathan Haidt)
- HB 2251 proposed statewide ban but failed (May 2025)
- Governor Kotek issued Executive Order 25-09 (July 2025)
- Requires prohibition of student PED use during instructional hours
- Must adopt by Oct 31, 2025 and implement by Jan 1, 2026

# What is at the heart of the implementation: Additional Student-Centered Rationale (with reference to *The Anxious Generation*)

- Research highlighted in Jonathan Haidt’s *The Anxious Generation* shows that the rise of constant smartphone and social media use is closely linked to increased rates of anxiety, depression, and loneliness among adolescents.
- Excessive device use can undermine sleep, attention, and in-person peer relationships—all critical for healthy adolescent development and academic success.
- Students themselves often report feeling “trapped” by the pressure of being always available online, underscoring the need for schools to model balanced and healthy technology boundaries.
- By setting consistent expectations, schools can help reduce inequities between students who have unlimited access to personal devices and those who do not, fostering a more inclusive and supportive learning environment.
- The district’s approach prioritizes student mental health and belonging, ensuring that policy decisions are not only about compliance but about creating conditions where students feel safe, focused, and ready to learn.

# What the Policy Highlights

- Establish **consistent expectations** across schools so students and families experience clarity and fairness.
- **Minimize classroom disruption** while still allowing devices to support instruction when appropriate.
- Use **restorative approaches** rather than punitive discipline, ensuring that students remain engaged in learning.
- Protect the rights of students with **medical needs, IEPs, or 504 plans**, while promoting equity for students who may not own devices.

# Committee Membership

- The PED Committee represents district and school leaders, staff, equity and communications representatives, and student/family engagement leaders.

# Committee Establishment & Roles

Because Policy JFCEB contains both **state-mandated requirements** (compliance items that cannot be changed) and **district-level discretion** (local choices about implementation), the district has established four committees (or bodies of work) to guide the work:

- **Policy & Compliance Committee:** Ensures alignment with state law, ODE requirements, and board adoption deadlines.
- **Instructional & Equity Committee:** Reviews academic use, exemptions, equity impacts, and protections for students with IEPs/504s.
- **Implementation & Operations Committee:** Establishes consistent storage, enforcement, training, and site-level logistics.
- **Family & Community Engagement Committee:** Designs communications, builds family trust, and creates feedback loops.

# Equity Lens First - Key Essential Questions

- 1. Who is most impacted by this policy?**
  - Which students, families, and staff will be most affected by restrictions on personal electronic devices?
  - How do impacts differ by grade level, race/ethnicity, language, disability status, or socioeconomic background?
- 2. What barriers might this policy create or remove?**
  - Does limiting PED use reduce or increase barriers to participation, learning, or communication for certain groups?
  - Could storage or discipline practices disproportionately affect specific populations?
- 3. How does this decision promote equitable access to learning?**
  - Will all students have equal access to required academic tools if their own device is restricted?
  - What supports must be provided for students who do not own devices but need access to digital curriculum?
- 4. What are the unintended consequences?**
  - Could enforcement practices result in disproportionate discipline?
  - How might this policy affect family engagement, particularly for multilingual families or those relying on cell contact?
- 5. Whose voices have shaped this decision?**
  - Have students, families, and staff—especially from historically marginalized groups—been authentically consulted?
  - How are their perspectives reflected in the design of the exemption process and enforcement steps?
- 6. How will we monitor and evaluate equity impacts?**
  - What data will be collected (violations, exemptions, appeals) and disaggregated to reveal patterns?
  - How will we ensure mid-year reviews address inequities quickly and transparently?

# Context & Legal Requirements Review

- ORS 336.840, EO 25-09 Deadlines, ODE Guidelines and Other Districts Policies.
- Board adoption by Oct 31, 2025.
- Full enforcement by Jan 1, 2026.
- Allowable exemptions & equity obligations.
- [SLC Feedback](#)



# Phased Roadmap

The project management plan is organized into sequential phases to meet the state's adoption and implementation deadlines:

- **Pre-Phase (August 2025):** Establish the PED Committee, launch feedback forms for staff, students, and families, and analyze early input to inform drafting.
- **Phase 1: Policy Development & Adoption (Aug–Oct 2025):** Review the OSBA model, decide district-specific choices, consult with employee groups, and present the draft for board adoption by October 31.
- **Phase 2: Administrative Regulation Development (Sep–Nov 2025):** Finalize exemption request forms, internal workflows, and superintendent appeal processes; train administrators and office staff.
- **Phase 3: Implementation Plan (Nov–Dec 2025):** Roll out communications, conduct staff and family training, finalize storage methods, and purchase/distribute equipment.
- **Phase 4: Compliance & Monitoring (Jan–June 2026):** Begin enforcement, track violations and exemptions, and conduct a mid-year review with the board to assess effectiveness and unintended consequences.

# Project Management Pg 7

## Project Management Plan – JFCEB Implementation

**Project Leads:** Chief of Staff, Assistant Superintendent of Instruction & Access, Legal Counsel, ELT

**Key Collaborators:** Directors (Secondary, Elementary, Student Services), Communications, Technology, Facilities, Principals, Union Representatives

### Phase 0 – Committee & Feedback (Aug–Sept 2025)

- Committee established (Aug 26)
- 3 Google Forms : 1) MS / HS Parents, Guardians, Families, 2)ES Parents, Guardians, Families, 3) MS/HS Students.

### Phase 1 – Policy Drafting (Aug–Sept 2025)

- Draft 4J-specific version by Aug 30
- Internal review & revisions through Sept
- Legal compliance check Sept 18

### Phase 2 – Board Process (Sept–Oct 2025)

- Board First Reading Oct 8
- Public/constituent feedback Sept 19–Oct 1
- Final adoption Oct 22

### Phase 3 – Implementation Rollout (Oct–Dec 2025)

- Comms rollout (Oct 10–17)
- Training materials developed (Oct–Nov)
- Storage solutions ordered/distributed (at risk)
- Policy posted to ODE by Nov 15
- Family reminders sent Dec 15–20

### Phase 4 – Full Enforcement (Jan 2026 onward)

- Policy enforcement begins Jan 1
  - Data collection ongoing
- Mid-year review March 2026

# Community Surveys

## 1. MS/HS: Parent/Guardian/Staff Survey (n=774):

- 83% report daily student phone use
- Benefits: calmer classrooms, stronger peer interaction
- Concerns: emergency communication, equity, enforcement

## 2. MS/HS: Student Survey (n=3,035):

- 75% bring phone daily
- 12% report not owning a phone (mostly younger)

## 3. Elementary Survey:Parent/Guardian/Staff Survey (n=888):

- 65% report no device
- About 10–12% bring cell phone/smartwatch daily.

# Old vs. New Policy: Key Shifts

## Old Policy (2018):

- Permissive if non-disruptive
- Broad definitions, minimal storage rules
- Discipline up to expulsion

## New Policy (2025):

- Off and away during instructional hours
- Explicit definitions, exemptions (IEP/504)
- Expanded prohibited uses (privacy, safety)
- Progressive discipline, no expulsion for possession
- Equity, family communication, ODE monitoring

# Closing Statement & Recommendation

- Revised Policy JFCEB aligns with ORS 336.840 & EO 25-09
- Removes outdated language (2018)
- Establishes clear, student-centered, equitable framework
- Superintendent recommends deleting old policy and adopting new policy JFCEB
- First Read on Oct 8, 2025 – Second Read & Final Approval on Oct 22, 2025

# Decisions Needed:

## Creating of the JFCEB: ARs

- a. **Storage method:** lockers, on-person unused, centralized purchasing.
- b. Define initial **disciplinary sequence**.
- c. **Emergency Communication:** Parents and families need clarity on how they can contact their child during the school day if cell phones are required to be stored 'off and away
- d. **Request for Personal Electronic Devices Exception.**
  - i. Confirm exemption workflow & appeals approach.

# Eugene School District 4J

Code: JFCEB  
Adopted: 11/28/18  
Revised/Readopted: 10/XX/25

## Personal Electronic Devices

The Board recognizes both the educational potential and the disruptive impact of personal electronic devices (PEDs) in schools. The Board is committed to creating a learning environment in which students are engaged and focused. Based on current research, reducing device use during instructional hours is an important strategy to support student well-being, engagement, and academic success.

This policy establishes districtwide expectations to foster student learning, well-being, and belonging by:

- Maintaining safe, respectful, and focused learning environments;
- Supporting equitable access to instructional tools and technology;
- Protecting student safety, privacy, and well-being; and
- Supporting appropriate and timely family communication.

### Definitions

“Personal Electronic Device” (PED): Any portable or wearable, electrically powered device capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes but is not limited to smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds.

“Exempt Devices”: Laptops and other district-issued or required instructional devices are exempt from this policy as PEDs.

“Independent Communication”: Communication that does not require assistance or interpretation by another individual, but may involve the use of an electronic device (ORS 336.840(1)). This includes the use of assistive technology for students with disabilities under an individualized education program (“IEP”) or a Section 504 education plan.

### General Guidelines

1. Off and Away: PEDs must be silenced and stored “off and away” throughout the school day including passing times and meal periods, so that devices cannot disrupt students or the learning environment, unless otherwise permitted under this policy.
2. Scope: This requirement applies to students’ use of PEDs from the start of regular instructional hours until the end of regular instruction hours. This prohibition does not apply when students are off school grounds and are not under the supervision of school personnel other than a school bus driver.
3. Storage of PEDs: PEDs must be put away during the school day in locations designated by the Superintendent or designee through administrative regulation (e.g., lockers, backpacks, classroom storage).

caddies, secured pouches, or other approved systems). Devices shall remain off and inaccessible to students unless specifically authorized under this policy.

4. Additional District and Building-Level Restrictions: Nothing in this policy prevents the Superintendent or designee from adopting additional restrictions on the use of PEDs including during school-sponsored activities. Nothing in this policy prevents a building administrator, with approval of the Superintendent or designee, from adopting additional restrictions on the use of PEDs during school hours, consistent with this policy and any administrative regulations.

PEDs may not be used to harass, bully, intimidate, record, photograph, or distribute images/audio/video without authorization; engage in academic dishonesty; disrupt instruction; or interfere with school operations. PED use is prohibited in restrooms, locker rooms, and other areas where privacy is expected. Use of PEDs to share obscene, pornographic, or illegal content is strictly prohibited and may be referred to law enforcement. Misuse constituting harassment, bullying, or threats, will be addressed under applicable board policies including Board Policy JFCF and the student code of conduct.

Students are responsible for the security, care, and appropriate use of their PEDs. The district assumes no responsibility for lost, stolen, or damaged devices.

## **Discipline and Progressive Interventions**

Violations of this policy are subject to progressive interventions, consistent with Board Policy JG Student Conduct. The Superintendent or designee shall establish administrative regulations providing guidance on appropriate responses to violations, including temporary confiscation procedures, parent/guardian notification, a change to storage requirements, and a meeting with school administration and the family.

Disciplinary measures shall prioritize keeping students engaged in instruction. They shall not include suspension, expulsion, or other loss of educational services solely for possession or non-disruptive use of a PED. All disciplinary responses must be consistent with Board Policy JG, and applicable state and federal law, including ORS 336.840 and Executive Order 25-09.

## **Student–Family Communication**

The Board affirms the importance of timely and appropriate communication between students and families. During the school day, such communication shall occur through district-established processes that balance accessibility for families with the need to protect instructional time and minimize disruption to the learning environment. The Superintendent or designee shall adopt administrative regulations to guide implementation.

## **Academic Use of PEDs**

If the district implements a curriculum that uses technology, students may be allowed to use their personal electronic device<sup>1</sup> to access the curriculum. Students who are allowed to use their personal electronic device to access the curriculum will be granted access to any application or electronic materials when they

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<sup>1</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840 which does not define the term. However the definition in EO 25-09 would not necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

School administrators, with approval of the Superintendent or designee, may adopt additional restrictions as necessary to protect the learning environment and ensure equitable access.

## **Exceptions and Appeals**

The Board recognizes that individual circumstances may require exceptions to this policy. Requests for exemptions shall follow procedures outlined in JFCEB-AR Personal Electronic Devices. PEDs may be used when the use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;
2. A student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973;
3. Specific academic activities as determined by a building administrator;
4. An exemption provided for the student based on a process and regulations adopted by the Superintendent to allow school administrators to accommodate the individual circumstances of a student or to further educational outcomes for a student.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR. Appeals can be filed in accordance with KL-AR(1) Public Complaint Procedure.

## **Miscellaneous**

Implementation of this policy shall be equitable and nondiscriminatory. Administrative regulations shall include provisions for accessibility, translation, and interpretation to ensure all families understand the policy. To the extent the district provides financial or material support to schools to implement this policy, such support shall be allocated equitably.

The Superintendent or their designee shall adopt administrative regulations and ensure their consistent application across all schools. Principals may establish additional rules consistent with this policy.

This policy takes effect January 1, 2026. The district shall comply with monitoring requirements established by the Oregon Department of Education.

## **END OF POLICY**

### **Legal Reference(s):**

ORS 332.107

ORS 336.840

Oregon Executive Order 25-09

# Eugene School District 4J

Code: \_\_\_\_\_ **JFCEB**  
Adopted: \_\_\_\_\_ 11/28/18

## **Personal Electronic Devices and Social Media\*\***

(Student may possess a personal electronic device)

~~Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.<sup>†</sup>~~

~~As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.~~

~~“Independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.~~

~~If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.~~

~~The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.~~

~~Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.~~

~~Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).~~

~~Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student’s parent or property owner, as appropriate.~~

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<sup>†</sup>The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.~~

~~The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade or age level possession and/or use restrictions by students on district property and at district sponsored activities; consequences for violations; a process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.~~

~~END OF POLICY~~

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**Legal Reference(s):**

~~ORS 332.107~~ \_\_\_\_\_ ~~ORS 336.840~~

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).



**ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

**Date of Meeting:**

October 8, 2025

**Title:**

Consider for approval the request for state revenue from Lane Education Services District (ESD) for 2025-2026

**Presenter:**

Matt Brown, Director of Finance

**Background:**

Education Service Districts (ESD) receive 4.50 percent of the State School Fund (SSF) formula revenue. Under Oregon Revised Statute 334.177, an ESD must spend at least 90 percent of these funds on programs or services approved by the component school districts served by the ESD. However, a school district may elect to request a portion of these funds be distributed to the district in lieu of services provided by the ESD.

**Options and Alternatives:**

1. Request up to 50% (percent) of the available revenues. For fiscal year 2026, the budget estimates approximately \$1.5 million for the district's general fund while retaining the ability to participate in the formal governance of Lane ESD and the ability to receive services from the ESD.
2. Approve more than 50% and up to 75% of the available revenues. This option would generate additional funding for the district's general fund, but the district would only be able to act in an advisory capacity in the governance of Lane ESD. Further, the district would need to establish programs and services to replace the purchased services, such as life skills, it currently receives from Lane ESD.
3. Approve more than 75% and up to 85% of the available revenues. This option would generate even more funding for the district's general fund. However, in addition to the impact listed in option 2, the district would need to purchase the services of another ESD, not Lane ESD, for the amounts over 75%.
4. Decline to request any revenue share from Lane ESD. While services would be purchased from Lane ESD with these dollars, the district would need to reduce its direct expenditures for staff and services.

**Recommendation:**

The superintendent recommends requesting up to 50 percent of the state formula revenue from Lane ESD.

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2026-27**

*Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.*

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2025. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for Fiscal Year 2026-27.

Name (Number) of District: \_\_\_\_\_

\_\_\_\_\_

District Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Select One

	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% and less than 100%</b> <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>100%</b> <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i></p>

*Withdrawal of Transit Funds: Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:*

*51%-80% 10% service fee*

*81%-100% 15% service fee*