

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 22, 2025

NOTICE: 4:30 p.m. The Board of Directors will meet in Executive Session (200 N. Monroe St., Eugene, OR 97402)

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.

NOTICE: The **Board Work Session** will be open to the public to attend in person (200 N. Monroe St), 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=wjpcvmmABm8P5kFspA1Eg9RslX0dRb.1>,
Webinar ID: 965 1638 6055
(Passcode: 893201)

The Board will receive public comment from up to five (5) community members focused on, and limited to, a consent, action, or information agenda topic as listed on the meeting agenda. Individual speakers are limited to 3 minutes and cannot give their time to another speaker. Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

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

**6:00 PM
Board Work Session Agenda**

- I. **6:00 p.m. Call Work Session to Order, Roll Call**
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Public Comment
Up to five (5) community members are invited to speak focused on a consent, action, future action, or information agenda topic below. Individual speakers are limited to 3 minutes and cannot give their time to another speaker.
Speakers may offer objective comments or criticism about the meeting agenda topics listed below.
- V. Comments by Employee Groups
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the

presentations of an agenda item.

OSEA (Oregon School Employees Association)

EEA (Eugene Education Association)

MAPS (Managers, Administrators, Professionals & Supervisors)

VI.	Consent Group — Items for Action	
1.	Approve Routine Personnel Actions	4
	Presenter: Brooke Wagner, Assistant Superintendent of Administrative Services	
2.	Bond Project — Multi Site Covered Playground Structures	6
	Presenter: Ryan Spain, Director of Facilities	
3.	Bond Project – Multi Site Track Surfacing	7
	Presenter: Ryan Spain, Director of Facilities	
4.	Approve Amendments to the Board Meeting Calendar for the 2025-26 School Year	8
	Presenters: Tom Di Liberto, Board Chair Miriam Mickelson, Superintendent	
VII.	Items for Information	
1.	9th Grade Humanities	10
	Presenters: Anna Grace, College and Career Readiness TOSA Courtney Leonard, Secondary Curriculum Administrator	
2.	Receive a report on the Division 22 Standards for Public Elementary and Secondary School Assurances	48
	Presenters: Carmen Urbina, Chief of Staff Larry Williams, Assistant Superintendent of Instruction and Access	
3.	Receive Monthly Finance Report	75
	Presenter: Matt Brown, Director of Finance	
VIII.	Items for Action	
1.	Approve revisions to Policy JFCEB – Personal Electronic Devices and Social Media	96
	Presenters: Carmen Xiomara Urbina, Chief of Staff Sebastian Bolden, Director of Secondary Education	
2.	Approve Proposed Revisions to Policy JOA – Directory Information	107
	Presenter: Christine Nesbit, General Counsel	
3.	Approve the request for state revenue from Lane Education Services District (ESD) for 2025-2026	113
	Presenter: Matt Brown, Director of Finance	
4.	Budget Committee selection process for 2025-26	115
	Presenter: Matt Brown, Director of Finance	
IX.	Items for Action at a Future Meeting	
1.	Consider Proposed Revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct With Students and Reporting Requirements	180

Presenter:
Christine Nesbit, General Counsel

- X. Adjourn Work Session

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



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

October 22, 2025

Title

Approve Routine Personnel Actions

Presenter

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

Recommended Action

The superintendent recommends that the board of directors:

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

None.

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

Employee ID	FTE
164880	1.00
166146	0.50
166272	0.85
171869	1.00
172203	0.80
172653	1.00
172654	1.00
172701	0.50

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

Employee ID	Reason	Effective Date
167001	Resignation	10/14/2025

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

Employee ID	Reason	Effective Date
170977	Resignation	11/11/2025
165647	Resignation	10/31/2025
128652	Retirement	10/01/2025



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

October 22, 2025

Title

Bond Project – Multi Site Covered Playground Structures

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. The addition of covered playground structures provides dry playground areas during inclement weather and shaded spaces during periods of extreme heat. With the goal of ensuring covered playground areas at all district elementary schools, this project includes new structures at Awbrey Park, Charlemagne, Fox Hollow, McCornack, Spring Creek, and Willagillespie elementary schools. In coordination with site administrators, construction at these locations is scheduled for spring and summer 2026. Due to site logistics, structures at Edgewood and Hé Lín Chinese Immersion schools will take place during the summer of 2026 under a separate project.

Budget/Resource Implications:

This purchase includes all labor and materials for the Covered Playground Structures at sites defined above and will be funded from available General Obligation Bond funds. Multiple bids were received and 2G Construction is the recommended award for \$2,677,513.

Recommendation

The superintendent recommends the award to 2G Construction for the Multi Site Covered Playground Structures in the amount \$2,677,513 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

October 22, 2025

Title

Bond Project – Multi Site Track Surfacing

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. To extend the service life of existing running tracks, resurfacing work will be completed to restore performance and safety. The project includes the installation of new rubber surfacing and the application of fresh lane striping on the renewed track surface. Resurfacing will be completed at Madison and ATA Middle Schools.

Budget/Resource Implications:

This purchase includes all labor and materials for the track surfacing at Madison and ATA Middle Schools and will be funded from available General Obligation Bond funds. The recommended award is to Dynamic Sports Construction, a TIPS Contract #230210101 partner for \$289,540.

Recommendation

The superintendent recommends the award to Dynamic Sports Construction for the Multi Site Track Surfacing in the amount \$289,540 funded from General Obligation Bond funds.



AMENDED – 2025-26 Calendar

Scheduled Regular Board Meetings and Board Work Sessions

Eugene School District 4J Board of Directors

July 1, 2025 - June 30, 2026

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

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board</u>
Wed., Jul. 09, 2025	Organizational Board Meeting	Thu., Jul. 3, 2025
Wed., Aug. 06	Regular Board Meeting	Fri., Jul. 25
Wed., Aug. 20	Board Work Session	Fri., Aug. 15
Wed., Sep. 03	Regular Board Meeting	Fri., Aug. 29
Wed., Sep. 17	Board Work Session	Fri., Sep. 12
Wed., Oct. 08	Board Meeting	Fri., Oct. 03
Wed., Oct. 22	Board Work Session	Fri., Oct. 17
Wed., Nov. 05	Regular Board Meeting	Fri., Oct. 31
Wed., Nov. 19	Board Work Session	Fri., Nov. 14
Wed., Dec. 03	Special Board Meeting	Fri., Nov. 26 - ADD
Wed., Dec. 10	Regular Board Meeting	Fri., Dec. 05
Wed., Jan. 07	Special Board Meeting	Fri., Jan. 2 - ADD
Wed., Jan. 14	Special Board Meeting	Fri., Jan. 9 - ADD
Wed., Jan. 21	Regular Board Meeting	Fri., Jan. 16, 2026
Wed., Feb. 04	Regular Board Meeting	Fri., Jan. 30
Wed., Feb. 18	Board Work Session	Fri., Feb. 13
Wed., Mar. 04	Regular Board Meeting	Fri., Feb. 27
Wed., Apr. 15	Regular Board Meeting	Fri., Apr. 10
Wed., Apr. 29	Board Work Session	Fri., Apr. 24
Wed., May 13	Regular Board Meeting	Fri., May 08
Wed., May 27	Work Session	Fri., May 22
Wed., Jun. 03	Special Board Meeting	Fri., May 29 - ADD
Wed., Jun. 10	Regular Board Meeting	Fri., Jun. 05 - DELETE
Wed., June 17	Special Board Meeting	Fri., Jun. 12 - ADD

- Board meetings are typically held at 6 p.m. at the Eugene School District Education Center, 200 North Monroe Street.
- Additional meetings may be scheduled and meetings on this list may be rescheduled.
- Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

October 25, 2025

Title

Approve Amendments to the Board Meeting Calendar for the 2025–26 School Year

Presenters

Tom Di Liberto, Board Chair

Miriam Mickelson, Superintendent

Description

The Board of Directors traditionally meet on the first and third Wednesday of the month. Agenda and materials related to the meeting agenda will be provided to the board on the Friday preceding the Wednesday meeting. Special board meetings and executive sessions may also be scheduled during the year; board members typically set aside every Wednesday evening for that purpose.

There is a need to amend the adopted board meeting calendar for the 2025-26 school year. With the approval of the superintendent evaluation process, we will be adding three executive sessions to the calendar as part of the evaluation process. In addition, we will add two special meetings to January 2026 for budget presentations. In the month of June, so that we do not conflict with graduation schedules, we plan to move the June 10 meeting to June 3 and add an additional meeting on June 17.

Amendments:

- Add – December 3, 2025 – Special Meeting – Budget Committee Roles/Responsibilities
- Add – January 7, 2026 – Special Board Meeting – Budget Presentation
- Add – January 14, 2026 – Special Board Meeting – Budget Presentation
- Add – June 3, 2026 – Special Board Meeting
- *DELETE – June 10, 2026 – Regular Meeting*
- Add – June 17, 2026 – Special Board Meeting

The following executive sessions have been added to **already scheduled meeting dates**.

- Executive Session – Superintendent Evaluation – December 10, 2025
- Executive Session – Superintendent Evaluation – March 4, 2026
- Executive Session – Superintendent Evaluation – April 29, 2026

A copy of the amended calendar of board meetings for the 2025-26 school year is included in the packet. The proposed calendar has been reviewed and it does not interfere with major holidays and the winter break schedule.

Recommendation

The superintendent recommends approval of the amended 2025–26 calendar for board meetings.



ITEM FOR INFORMATION

Date of Meeting:

October 22, 2025

Title:

Building a Strong Foundation: District-Wide 9th Grade Humanities as a Model for Collaboration and Student Success

Presenter:

Anna Grace, College and Career Readiness TOSA

Background:

The 9th Grade Humanities Block supports the social, emotional, and intellectual development of students as they transition into high school. The program fosters safety, belonging, support, joy, and success by centering self-knowledge, interpersonal connection, social-emotional growth, academic skills, and decision-making. Students are cohorted in courses that include Social Studies, English Language Arts, and either Health or a high school success course. Social-emotional learning and academic strategies are intentionally integrated across the curriculum. Teachers within each 9th grade block collaborate closely to ensure coherence, consistency, and shared responsibility for student success.

Purpose and Promise

The 9th Grade Humanities Block is a district-wide, collaborative effort to strengthen the social, emotional, and academic foundation for all students. Ninth grade is a pivotal year, and an intentional focus on this transition fosters belonging, academic confidence, and self-efficacy. The program supports the whole student by cultivating connected learning communities that emphasize identity, inclusion, and skill development. Students engage in structured opportunities to explore who they are, how they relate to others, and how they make thoughtful academic and personal decisions while honing their academic habits and behaviors.

Students experience integrated learning, consistent and collaborative teaching, embedded college and career readiness skills, reflective learning opportunities, and research-aligned practices. Early outcomes and teacher reflections indicate that participating students demonstrate stronger relationships with peers and staff, greater confidence in meeting academic expectations, and higher engagement in their learning. By centering connection and belonging in the 9th grade experience, the Humanities Block establishes a strong foundation for long-term academic and personal success while aiming to close systems gaps.

HUMANITIES BLOCK OVERVIEW

Humanities: Understanding Ourselves, Our Community, and the World.

The 9th Grade Humanities block in Eugene School District 4J is designed to support students' social, emotional, and academic growth. This program fosters safety, belonging, and academic success through a cohort model, integrating Social Studies, English Language Arts and Health and/or Success Class. Humanities emphasizes self-knowledge, interpersonal connections, social-emotional learning, and academic skills. Collaboration among teachers ensures a supportive learning environment that enhances student achievement.



Core Themes and Objectives

- 1. Community** – Focus on building social awareness, fostering belonging, and creating equitable, thriving communities. Students develop relationship skills, reflect on behaviors, and cultivate a respectful learning environment.
- 2. Identity** – Promote self-awareness and self-management by helping students explore their emotions, strengths, and values. Encourages personal agency and emotional regulation.
- 3. Collaboration** – Strengthen relationship skills and teamwork through effective communication, conflict resolution, and problem-solving.
- 4. Academic Success** – Provide students with essential skills like organization, time management, and decision-making, ensuring they understand academic expectations and progress monitoring.
- 5. Reflection & Relevance** – Encourage students to take ownership of their learning, set goals, and connect their education to future aspirations.

Key Strategies for Student Success

- **Academic Cohorts:** Structured learning groups to enhance engagement and build community.
- **Social-Emotional Learning:** Incorporating strategies that support emotional management, empathy, and responsible decision-making.
- **Explicit Academic Skill Instruction:** Teaching organization, time management, and study strategies to build confidence and resilience.
- **Ownership of Learning:** Encouraging self-reflection, goal setting, and the development of metacognitive awareness.

Educators & Administrators support 9th grade success by:

- Establishing consistent classroom structures and expectations.
- Using academic success strategies to promote academic engagement.
- Fostering positive cohort traditions and activities.
- Regularly collaborating with teaching teams to support student success.
- Providing strategic scheduling and planning for cohort integration.
- Utilizing curricular resources like AVID and Wayfinder to enhance learning experiences.

The Humanities Block is a foundational program that cultivates student growth, fosters a sense of belonging, and prepares 9th graders for long-term academic and personal success.



The 9th Grade Humanities Program



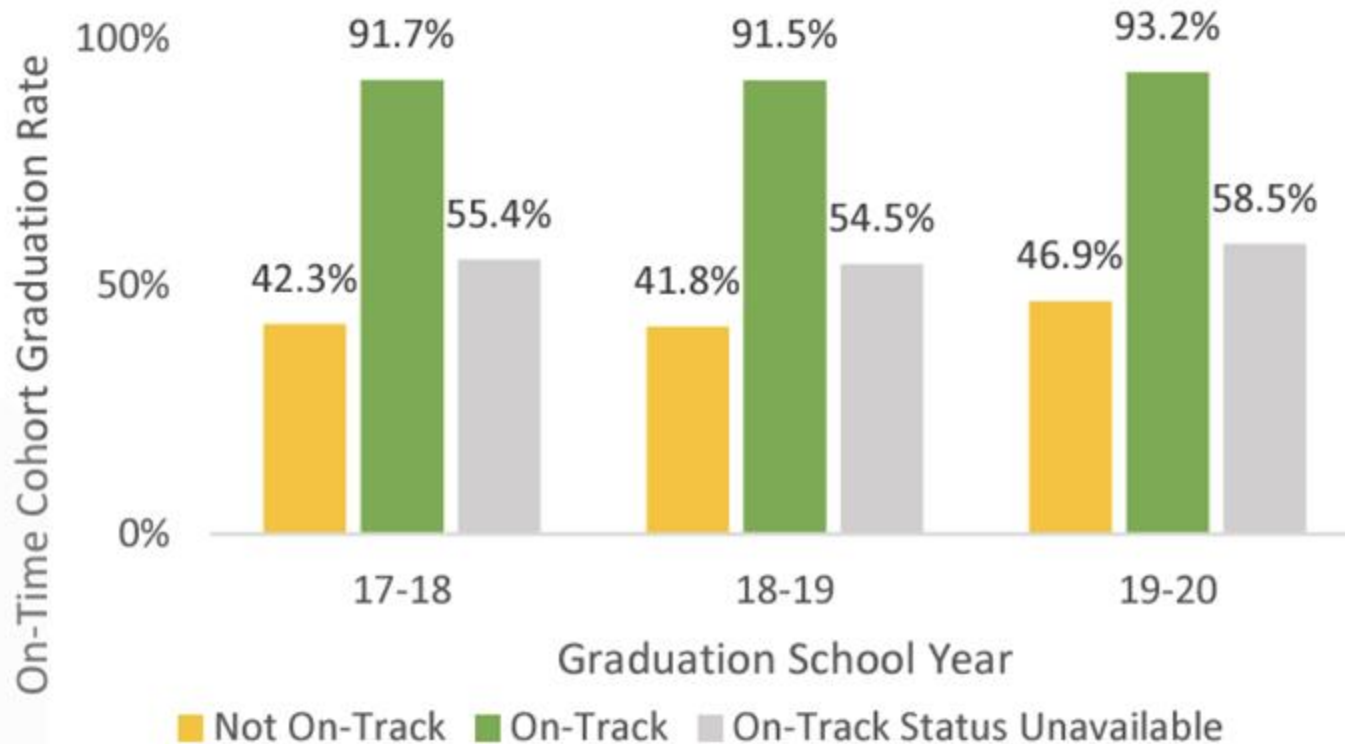
13

Supports students' social, emotional and intellectual development while fostering safety, belonging, joy and success in school through teacher collaboration in a cohort model ²

Why 9th grade?

An important and vulnerable year

Students who are On-Track in 9th Grade are Consistently Twice as Likely to Graduate



The Cohort Model



Research has shown 9th grade cohorts to improve student:

- engagement
- attendance
- transition to high school
- overall academic outcomes


Cohorting helps foster stable relationships, improves supports and monitoring, and increases the likelihood that students stay “on-track” toward graduation.




Humanities: Core Themes

1. Community
2. Identity
3. Collaboration
4. Academic Success
5. Reflection and Relevance





Classroom Strategies include

- 
- Consistent, and predictable classroom structures
 - Guide students in academic habits and organization
 - Integrate TSEL into lessons
 - Educators support students as a team and communicate regularly with students and families regarding student progress



Key Administrative Practices

- Intentional selection and development of teaching teams
- Facilitate regular cohort teaching team meetings
- Promoting consistency in classroom structures and expectations

Humanities: Cohesive and Collaborative



A student-centered, universal framework informed by best practices, implemented in all 4J high schools.

Centers student experience and educator voices through key collaborative practices:

- a. Humanities Steering Committee
- b. 9th grade team meetings
- c. Cohort teacher collaboration



A) Humanities Steering Committee



- Educators from across 4J come together 4 times a year
- We share practices, concerns, ideas, lesson plans, intervention strategies
- We refine our work and plan for implementation of our shared vision of 9th grade success



Steering Committee Highlights



- Determined core classroom + administrative practices for student success
- Developed interdisciplinary projects used at all four high schools
- Created a common syllabus template, now used throughout 4J
- Experimented with success initiatives, including Axe 101, and the NEHS 8th grade mentoring program
- Updated the [Humanities Anchor Document](#) to include current practices, Oregon TSEL standards and alignment with the High School Success funding rubric

Leadership Capacity



The Steering Committee also provides leadership in programs affecting 9th grade, such as the move to Embedded Honors for all 9th grade ELA classes.

22

10. On a scale of 1-4, with 1 being low (not into it) and 4 being high (way into it), how excited are you to do a project on this topic? Explain your ranking.

On a scale of 1-4, I would rank my enthusiasm at a 4 (or 5). This is the greatest passion in my life, and I feel this project could help me explore more of the world around this topic and learn what I need to to pursue a career in what I love. This is also a chance to express my position and start figuring out how to share my ideas with others. I can't wait for this project!

—Student response to Embedded Honors



Our Mascot, Hugh Manatee





B) 9th grade team meetings

School-wide teams meet to plan for student success. This includes:

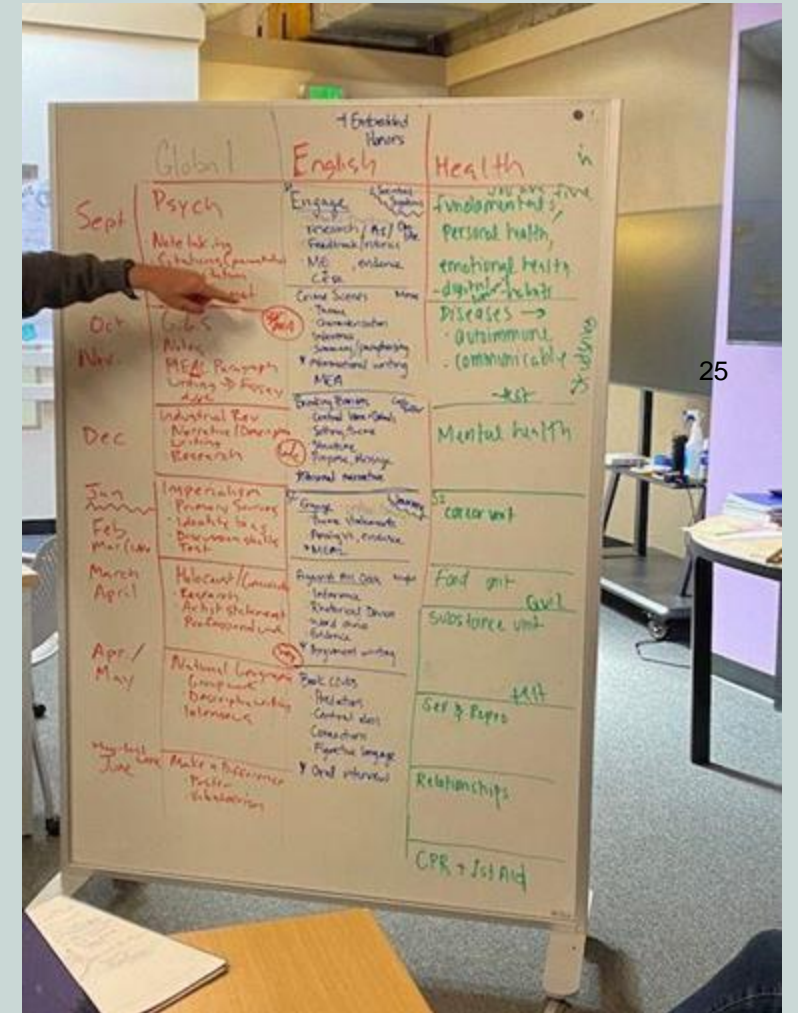
- Aligning classroom practices and expectations
- Planning for integrated curriculum
- Coordinating the teaching and reinforcement of academic strategies such as note taking, goal setting, reflection on learning
- Planning for cohort fun



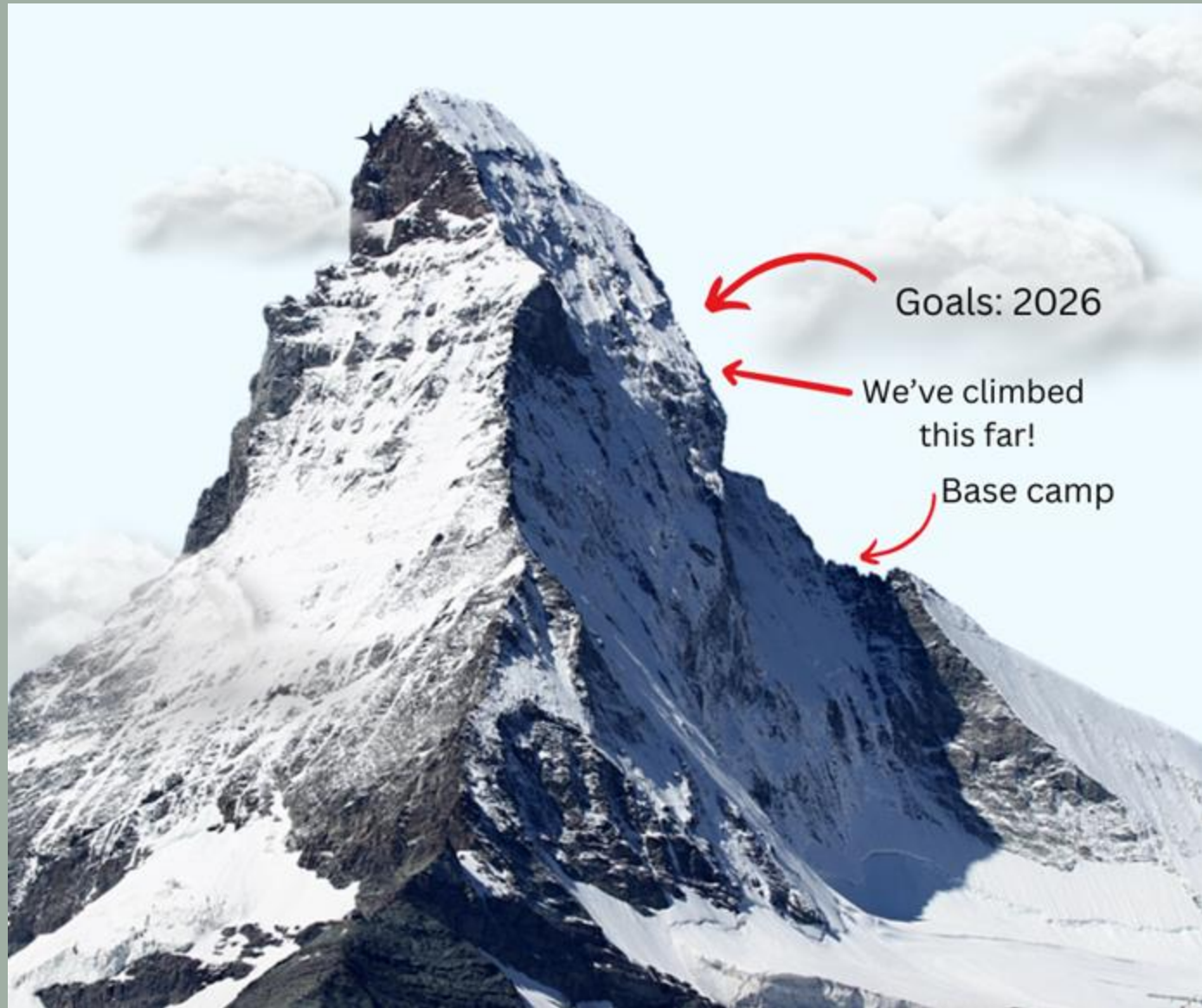
C) Cohort teacher collaboration

Cohort teachers meet regularly.
They share student data, and discuss:

- Individual student progress
- Individual student interventions
- Upcoming academic plans, coordinating test and project dates, topics, etc
- Plan for fun
- Support one another



[Check out the meeting protocol here!](#)



We're climbing a mountain.



Other
Key Features
of the
Humanities
Program



Resources



AVID
Wayfinder
Xello

“We are curating existing resources, making them easily accessible to educators.” —Laura Queirolo







"The transition to high school is a "Make it or Break it" time in a student's life; having this transition be successful is essential for setting up a student to be able to graduate on time. The Humanities Block has been a way for us to put focused attention on Freshman year by creating a strong community of bonded students that are guided by dedicated teachers who are not only teaching them content but also how to navigate the possibilities and pitfalls of high school... We will continue to support and refine the Humanities Block and have it as a focal point of our school because we know how vital it is."

—Rhiannon Boettcher SEHS AP—



Where are we
headed next?





Program Evaluation

- Gather more and varied data for program evaluation
- Continue to center 9th grade on-track to graduate data
- Include student and educator wellness and engagement through surveys and empathy interviews
- Seek feedback from families
- Examine the effect of a strong 9th grade year on 10th grade student performance



Ultimately, we want Humanities to be not only an excellent 9th grade program, but to function as a springboard for greater student success throughout high school.

Our aim is increased school involvement and belonging, improved attendance, and access to AP, IB, CN, and CTE programs.

We want to increase student well being and investment in their high school experience, so every student can access the best of 4J



Join us!

Please consider...



Joining us on a walk-through of Humanities block classes.

Dropping by a steering committee—3-half day meetings a year to plan for the Humanities Block

Reading through the one-page document to learn more about the program

Sign up to watch Embedded Honors presentations this spring



Thank
you!

Questions? Thoughts?

Feelings?

Let's chat!

Humanities Timeline



2020/21 Development and early implementation during Covid

2021/22 Two-class cohorts of 9th graders throughout 4J

2022/23 Wayfinder is introduced to support TSEL focus

2023/24 Semesters introduced, new cohort model of three classes and introduction of a district-wide collaborative Humanities steering committee

2024/25 Humanities anchor document is rewritten, programs strengthen across the district, embedded honors, 8th grade mentorships and a Success 101 class are piloted

9th GRADE HUMANITIES BLOCK

Understanding ourselves, our community and the world.

In Eugene School District 4J, the 9th Grade Humanities block program organizes 9th grade students into cohorts, creating environments where students feel safe, supported and connected. The program combines Social Studies, Health/Success Class, and English Language Arts while incorporating social-emotional learning and AVID strategies throughout. Teachers collaborate across subjects and in teams to support building students' self-awareness, interpersonal skills, and academic abilities during this critical transition year.

Creating a sense of belonging is a powerful strategy for advancing equity and inclusion in education. Students thrive when they feel genuinely connected to their school community. The Humanities block recognizes the opportunity to transform traditional education by embracing every student's unique strengths and perspectives. By fully integrating social-emotional learning and culturally responsive teaching practices, we build a learning environment where diverse identities are celebrated, student voices are amplified, and each person's contributions enrich the classroom experience.

The Humanities block celebrates students' unique identities and builds authentic connections, creating an environment where everyone belongs. Academic achievement flourishes when students feel connected to their learning community. By integrating academic and social skill development, we remove barriers to learning while boosting students' confidence and achievement.

The Humanities block is grounded in the following themes:

Theme I: COMMUNITY

Focus: Community Building, Social Awareness and Belonging

Theme II: IDENTITY

Focus: Self-Awareness, Identity, Self-Management and Agency

Theme III: COLLABORATION

Focus: Relationship Skills and Collaborative Problem Solving

Theme IV: ACADEMIC SUCCESS

Focus: Academic Success and Responsible Decision Making

Theme V: RELEVANCE

Focus: Reflection On, and Ownership of Education and Future Planning

RATIONALE

Understanding the essential components of the Humanities block

Academic Cohorts

The Humanities block unites a cohort of 9th-grade students across three core courses, creating a supportive transition to high school. Teachers coordinate their approaches and expectations, providing consistency that enhances learning and social-emotional growth. This collaborative team monitors student progress closely, addresses challenges promptly, and builds a community where students thrive academically and personally.

Social Emotional Learning

The Humanities block weaves Social and Emotional Learning throughout our curriculum, helping students master crucial life skills—managing emotions, showing empathy, building relationships, and making sound decisions. These skills enhance academic performance and student engagement and have been shown to reduce negative behaviors, preparing students for future success in college and careers.

Strategies for Academic Success

In the Humanities block, students learn clear, practical strategies that support their academic growth and set the stage for lifelong learning. Many 9th graders face challenges—not from a lack of ability, but from lagging skills like time management, organization, and study habits. By teaching these skills directly, using AVID’s WICOR framework, we give all students—no matter their background—equitable tools for success. These strategies build independence, confidence, and resilience, preparing students for high school and beyond.

Responsible Decision Making

High school students bring curiosity, insight, and a drive to shape their futures—and they thrive when given structured opportunities to sharpen their decision-making skills. In the Humanities block, students actively build on their strengths by using research-based frameworks to make thoughtful, informed choices. They evaluate information, align decisions with their values and goals, and take ownership of their learning. This empowering experience deepens engagement and equips them to navigate complex decisions with confidence and clarity.

Reflection and Ownership of Learning

Encouraging students to reflect on their learning fosters metacognitive awareness, allowing them to identify personal strengths and areas for growth while examining the impact on their educational experience. Through an analysis of their successes and challenges, students develop a deeper

understanding of their academic progress, refine goal-setting strategies, reevaluate ineffective habits, and chart a path forward that leverages their strengths.

THEME I: COMMUNITY

Focus: Community Building, Social Awareness and Belonging

Theme Outcomes

As a result of participating in the 9th grade Humanities block, students will be able to:

- Develop social awareness that fosters and maintains a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.
- Identify personal and group values, behaviors, and practices that create a positive learning environment throughout the year.
 - Reflect on and self-monitor their behaviors through the lens of classroom agreements and understanding of school policy.
 - Develop a foundational familiarity and comfort with cohort peers.
 - Identify respectful and disrespectful actions of self and others.
 - Evaluate the impact of decisions on others with empathy and awareness.
- Evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good and recognize how bias can affect group dynamics.
- Identify the characteristics of positive, healthy relationships.
- Reflect on how relationships are affected by devices and the internet.
- Identify school and community resources.

Additional Competencies

CASEL Framework	Oregon's Transformative SEL Framework and Standards	High School Success Eligibility Rubric	AVID 9th Grade Standards
Social Awareness Perspective Taking Empathy Appreciating Diversity Respect for Others	Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society. (Practice 3A, 3B and 3C)	Requirement Indicators 7, 8, 12	9.SA. BR 1-6

THEME II: IDENTITY

Focus: Self-Awareness, Self-Management, Identity and Agency

Theme Outcomes

As a result of participating in the 9th grade Humanities block, students will be able to:

- Identify, reflect upon and manage individual thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments can influence behavior.
- Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).
- Identify how individual perspective affects interactions with others, especially those who are from different cultures and live with different experiences.
- [Assess their strengths and challenges in self-awareness and self-management](#) through the lens of CASEL sub-proficiencies..
- Compare and contrast [personal value sets](#) relevant to context
- Identify individual strengths and areas of challenge related to academic skills and performance, and gain awareness of motivators that positively impact performance
- Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.
- Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits
- Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
- Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

Additional Competencies

CASEL Framework	Oregon's Transformative SEL Framework and Standards	High School Success Eligibility Rubric	AVID 9th Grade Standards
Self-awareness Identifying emotions Accurate Self-Perception Recognizing Strengths Self-Confidence Self-Efficacy Self-management Impulse Control Stress Management Self-Discipline Self-Motivation	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments. (Practice 1A, 1B, 1C and 1D) Standard 2: : Use management strategies to build personal and		9.SA.PTO.5-6 9.SA.AKS.1 9.SA.AKS. 2a-b

Goal Setting Organizational Skills	collective agency that lead to achieving goals and aspirations. (Practice 2A, 2B, 2C and 2D)		
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THEME III: COLLABORATION

Focus: Relationship Skills and Collaborative Problem Solving

Theme Outcomes

As a result of participating in the 9th grade Humanities block, students will be able to:

- Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.
- Begin to reflect on and adjust communication styles, practice cultural humility, and constructively respond to feedback from others about improving communication.
- Apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences.
- Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.
- Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
- Integrate communication skills in a variety of situations including, but not limited to, Collaborative Study Groups and Socratic Circles.
- Evaluate personal contributions to group effectiveness and adjust behavior accordingly.
- Evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good and recognize how bias can affect group dynamics.
- Throughout the block, and embedded in the Healthy Foundations curriculum, students will be able to
 - Distinguish between passive, aggressive, passive-aggressive, and assertive communication styles as they apply to real-world situations. See [this folder](#) for graphics and lessons
 - Integrate "I-statements" appropriately into their interpersonal communication when expressing personal values, perspective, feelings, needs, etc. See [this worksheet](#) for the structure.
 - Recall the five levels of Maslow's Hierarchy of Needs.
 - Analyze how and why an emotion can trigger behaviors in different contexts.

Additional Competencies

CASEL Framework	Oregon's Transformative SEL Framework and Standards	High School Success Eligibility Rubric	AVID 9th Grade Standards
Social Awareness Perspective Taking Empathy Appreciating Diversity Respect for Others Relationship Skills Communication Social Engagement Relationship Skills Teamwork	Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems. Practices 4B, 4D		9.SA.BR7a-c

THEME IV: ACADEMIC SUCCESS

Focus: Academic Success and Responsible Decision Making

Theme Outcomes

As a result of participating in the 9th grade Humanities block, students will be able to:

- Create and use a system of [organization for their school materials using AVID](#) strategies.
- Organize school related activities and tasks using a planner
- Conduct a self-directed academic progress check at midterm and finals (Note: The process and format could be articulated in the student planner, or teachers can utilize these [resources](#))
- Explain how the results of academic success in high school are measured and recorded—transcripts, gpa, credits, progress reports, report cards, etc.
- Summarize the process components of academic success in high school— homework, attendance, classroom participation, Academic Check-ins, note taking, etc.
- Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments
- Anticipate, reflect and evaluate the impacts of individual choices and contributions in promoting personal, family, and community well-being.
- [Analyze a decision of personal consequence.](#)
- Explore 10th grade course offerings and forecasting choices and prioritize values and goals to plan pathways for high school completion.
- Demonstrate a clear understanding of personal strengths and assets to achieve personal goals and aspirations.

CASEL Framework	Oregon's Transformative SEL Framework and Standards	High School Success Eligibility Rubric	AVID 9th Grade Standards
Responsible Decision Making Identifying Problems Analyzing Situations Solving Problems Evaluating Reflecting Ethical Responsibility	Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments. Practices 5A, 5B & 5C	Requirement Indicators 7, 9, 16	9.SA.PTO.1-2 9.RAP.O.1.a

THEME V: REFLECTION AND RELEVANCE

Focus: Reflection On, and Ownership of Education and Future Planning

Theme Outcomes

As a result of participating in the 9th grade Humanities block, students will be able to:

- Reflect on what they have learned about themselves as a learner and what knowledge, skills, and processes help them to be successful
- Understand how they will use self- knowledge in high school and beyond
- Plan, evaluate, and achieve personal and collective goals and aspirations.
- Self-monitor to diagnose areas of need, e.g., academic, personal, social-emotional
- Gain awareness of skills that increase mental flexibility
- Gain awareness of motivators that positively impact performance
- Identify personal interests and skills related to future college and career aspirations, such as through an interest inventory
- Articulate the importance of long-term academic plans as a part of goal setting and achievement
- Students will complete the [Personal Growth & High School Readiness Project](#)

Additional competencies

CASEL Framework	Oregon's Transformative SEL Framework and	High School Success Eligibility Rubric	AVID 9th Grade Standards

	Standards		
	Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations. Practice 2C	Requirement Indicators 4, 9, 16	9.SA.PTO.3 9.SA.PTO.4 a & b 9.OK.ACP.1 and 9.OK.BCP 1 Identify personal interests and skills related to future college aspirations, such as through an interest inventory

CLASSROOM BEST PRACTICES

In the 2023/24 and 2024/25 school years, the Humanities Steering Committee identified the following strategies as the most effective ways for teachers to help 9th graders develop essential habits to support their success not only in the Humanities block but throughout their high school experience.

- Establish shared, consistent, and predictable classroom structures—such as common syllabi, grading and late work policies, and clear expectations for behavior and cell phone use.
- Explicitly build cultures of success and growth by challenging students, creating room for and celebrating growth
- Incorporating AVID strategies in all Humanities courses—such as focused note taking, collaborative learning, WICOR
- Incorporating SEL practices including fun cohort activities and traditions, such as naming cohorts, hosting inter-cohort competitions, committing to 5-10 minutes of fun warmups and activities daily, etc.
- Guide students in academic organization throughout the year, such as use of planners, weekly grade checks, midterm check-ins, etc
- Support students as a team, meeting regularly to plan for student support and interventions
- Utilize multiple ways of communicating with students and families, including email, text, face-to-face meeting, phone calls and using best practices for online grading, such as marking missing assignments as “missing,” and updating canvas grades once a week to the best of teacher ability
- Lean into their own strengths as teachers, as teams, and schools

High School Success Eligibility Rubric

- Requirement Indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13

ADMINISTRATIVE BEST PRACTICES

In the 2023/24 and 2024/25 school years, the Eugene 4J administrators and the Humanities Steering Committee identified the following strategies as the most effective ways for high school administrators to support their Humanities teams.

- **Intentional Selection and Development of Teaching Teams**
Selecting teaching teams that prioritize collaboration and recognize the critical impact of a strong 9th-grade year is essential for student success.
- **Strategic Scheduling of Humanities Cohorts**
Schedule students in cohorts for Social Studies, ELA, and Health/Success classes. Communicate with 9th grade transition coordinators, 8th grade counselors and others to create balanced, heterogeneous groups of students.
- **Facilitate Regular Cohort Teaching Team Meetings**
Utilize Wednesday PLC meeting time for 9th-grade cohort educators to collaborate.
- **Leverage the Spring Half-Day Release for Humanities Team Planning**
Schools have access to High School Success funding to support a half-day release for Humanities teams to engage in focused planning. This dedicated time should be used to refine your site's vision for the Humanities program, incorporate educator voice in determining class policies, and develop strategic plans for the upcoming school year, ensuring alignment with educational goals and student success.
- **Promoting Consistency in Classroom Structures and Expectations**
Establishing shared, consistent, and predictable classroom structures—such as common syllabi, grading and late work policies, and clear expectations for behavior and cell phone use—creates a more cohesive learning environment for students. While reaching these agreements can be challenging, teams that have done so report significant benefits, including increased student accountability and a stronger sense of classroom stability.

High School Success Eligibility Rubric

- Requirement Indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13

CURRICULAR RESOURCES

AVID

All students need to learn how to learn. Note-taking, studying, time management, and organizing assignments are all skills that must be taught

and practiced to perfection but are not always explicitly taught in high school. With guided, scaffolded support from AVID, educators can teach students how to master these and other academic behaviors that will help them succeed in school and life. The inclusion of AVID in all ninth-graders' experience will elevate student engagement and increase opportunities for all students.

AVID (Advancement Via Individual Determination) impacts an entire school system by transforming the instruction, systems, leadership, and culture. The goal of AVID is to ensure post secondary readiness for all students and improved academic performance based on increased opportunities. AVID shifts the manner with which teachers facilitate learning without layering on a new curriculum. Teachers have the flexibility to add tools from AVID to augment the learning of any subject. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap.

Wayfinder

Wayfinder curricular materials support students by fostering social-emotional development, resilience, and a sense of purpose. Lessons and resources help students explore their values, set goals, and connect learning to future aspirations, enhancing motivation and academic engagement. By promoting self-awareness, effective communication, and stress management, Wayfinder activities equip students with essential life skills. Additionally, the use of Wayfinder lessons fosters a positive classroom culture, encouraging inclusivity and collaboration. Integrating Wayfinder activities into the 9th-grade curriculum prepares students for academic success, mental well-being, and future opportunities, ensuring they develop into well-rounded, purpose-driven individuals.

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AVID Elective - 9th Grade Standards

HUMANITIES BLOCK OVERVIEW

Humanities: Understanding Ourselves, Our Community, and the World.

In Eugene School District 4J, the 9th Grade Humanities block program organizes 9th grade students into cohorts, creating environments where students feel safe, supported and connected. The program combines Social Studies, Health/Success Class, and English Language Arts while incorporating social-emotional learning and AVID strategies throughout. Teachers collaborate across subjects and in teams to support building students' self-awareness, interpersonal skills, and academic abilities during this critical transition year.

Core Themes and Objectives

1. Community – Focus on building social awareness, fostering belonging, and creating equitable, thriving communities. Students develop relationship skills, reflect on behaviors, and cultivate a respectful learning environment.
2. Identity – Promote self-awareness and self-management by helping students explore their emotions, strengths, and values. Encourages personal agency and emotional regulation.
3. Collaboration – Strengthen relationship skills and teamwork through effective communication, conflict resolution, and problem-solving.
4. Academic Success – Provide students with essential skills like organization, time management, and decision-making, ensuring they understand academic expectations and progress monitoring.
5. Reflection & Relevance – Encourage students to take ownership of their learning, set goals, and connect their education to future aspirations.

Key Strategies for Student Success

- Academic Cohorts: Structured learning groups to enhance engagement and build community.
- Social-Emotional Learning: Incorporating strategies that support emotional management, empathy, and responsible decision-making.
- Explicit Academic Skill Instruction: Teaching organization, time management, and study strategies to build confidence and resilience.
- Ownership of Learning: Encouraging self-reflection, goal setting, and the development of metacognitive awareness.

Educators & Administrators support 9th grade success by:

- Establishing consistent classroom structures and expectations.
- Using academic success strategies to promote academic engagement.
- Fostering positive cohort traditions and activities.
- Regularly collaborating with teaching teams to support student success.
- Providing strategic scheduling and planning for cohort integration.
- Utilizing curricular resources like AVID and Wayfinder to enhance learning experiences.

The Humanities block is a foundational program that cultivates student growth, fosters a sense of belonging, and prepares 9th graders for long-term academic and personal success.



ITEM FOR INFORMATION

Date of Meeting

October 22, 2025

Title

Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2022-25 Assurances

Presenters

Carmen Xiomara Urbina, Chief of Staff,
Larry Williams, Assistant Superintendent of Instruction and Access,

Background:

Annually, superintendents are required by Oregon Administrative Rules (OAR) 581-022-2305: District Assurances of Compliance with Public School Standards to ensure staff report the district's status with respect to the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in OAR Chapter 581, Division 22.

By November 1, 2025, the district must share the report to the School Board in a public meeting and post the report to the school district's web page. The district must then submit the report to the Oregon Department of Education by November 15, 2025.

District staff have compiled the Annual Report on Compliance with Oregon Standards. The Eugene School District 4J is in compliance with 58 items. The district is proposing corrective action for 2 items:

1. **Assessment of Essential Skills [OAR 581-022-2115](#):**

The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students. However, Section 2: Local Performance Assessment requirement is not waived.

The district is out of compliance with Section 2 (Local Performance Assessment requirement) and will implement a corrective plan of action during the 2025–26 school year. The district will collaborate with staff to develop a plan that aligns with the language and provisions of the licensed Collective Bargaining Agreement (CBA).

Several K–12 schools are currently implementing state-aligned rubrics for assessment in ELA and mathematics; however, the work remains fragmented and inconsistent across sites. Extending the implementation timeline by one year will allow the district to synchronize assessment practices with newly adopted curriculum, establish coherence across grade levels, and ensure systemwide consistency and fidelity.

2. **District Improvement Plan [581-022-2250](#):**

Definitions and guidelines for requirements for district CIP (Continuous Improvement Plan). Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.

In March 2025, Eugene School District 4J launched the Internal Rapid District-Wide Systems Mapping & Strategic Priorities Survey to guide the organization through a critical period of leadership transition with clarity, coherence, and alignment. Rooted in a commitment to evidence-based leadership and equity-centered systems change, the initiative focused on identifying misaligned or underperforming systems in urgent need of recalibration across the next 12–18 months.

In July 2025, this plan was formally presented to incoming Superintendent Dr. Miriam Mickelson as part of her executive onboarding and district leadership transition. It will serve as a blueprint for understanding current conditions, priority actions, and system-wide needs across 4J's academic, equity, and operational structures

Starting on July 1, 2025, Superintendent Mickelson, began to lead the district through a comprehensive listening and learning series of meetings and community engagement.

The core purpose of this work is to ensure that every student in 4J is thriving - academically, socially, emotionally, culturally, and behaviorally. We are especially committed to the success of students who have been historically and currently underserved. This commitment extends deeply to understanding and addressing disparities in literacy development, special education services, and support for Multilingual and English Language Learners, ensuring that all students, regardless of their learning needs or background, achieve their full potential.

Identify systems alignment gaps and needs that form the basis of a strategic plan, 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.

The Division 22 Community Report included in the Board Packet will be posted on the [Public Reporting](#) page on the district website by November 1st.



Division 22 Standards Assurances for the 2024-25 School Year

October 22, 2025

Carmen Xiomara Urbina, Chief of Staff

Larry Williams, Assistant Superintendent for Instruction and Access

Overview

51

What are the Division 22 Standards?



- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

Example: 581 - 022 - 0102 Definitions
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district. 52
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

1. High-quality learning experiences
2. Aligned & focused educational systems
3. Engaged partners & communities
4. Safe & inclusive schools
5. Committed & supported staff

Priorities for
**STUDENT
SUCCESS**

Division 22
standards
include over
50 rules.



Snapshot: Division 22 Rules



What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
<u>ODE's Rules at a Glance Summary</u>	Provides a high-level summary of each rule
<u>Secretary of State's Oregon Administrative Rules Database</u>	Consult the text of the OAR for all of the specific details
<u>ODE's Division 22 Standards Newsletter</u>	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have ⁵⁶ self-reported as being out of compliance



Division 22 Standards & Assurances of Compliance

“The Why”

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance ⁵⁸ after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

Report for the 2024-25 School Year

59

10

Division 22 Waivers for 2024-25



- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
 - This related policy requirement has also been waived through the end of the 2027-28 SY.

Rule Revisions in Effect for the 2024-25 SY



OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

61

Status:

Eugene School District 4J meets the current 2024-25 requirements for SEL and HECP implementation, with full compliance for Personal Financial Education scheduled for 2025-26.

12

OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and



Eugene School District 4J Implementation:

K–5 (Elementary)

Elementary schools implement the Second Step curriculum across grades K–5 to provide weekly SEL instruction.

Lessons focus on growth mindset, emotion management, empathy and kindness, and problem solving.

- In October, students engage in Second Step’s Bully Prevention Unit.
- Throughout the year, schools also deliver Second Step’s Child Protection Unit to meet Erin’s Law requirements.

6–12 (Secondary)

Secondary schools utilize Wayfinder, aligned with Sources of Strength, to support SEL development for grades 6–12.

- Middle school students complete one to two lessons per week focused on self-awareness, adaptability, purpose, empathy, critical thinking, and collaboration.
- At the high-school level, SEL instruction is embedded within the 9th-grade Humanities block through weekly lessons.

OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have had:

- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.



Eugene School District 4J Implementation:

9–12 (HECP & Personal Financial Education)

The district has implemented Higher Education and Career Path (HECP) courses at all high schools beginning 2024-25.

- HECP is a **junior-level** course (also accessible to seniors) designed and refined by a **teacher work group** convened in spring and summer 2025.
- Teachers meet regularly to share best practices and problem-solve instructional approaches.
- A **Personal Finance** course is in development and will be **implemented in 2025-26** to meet the full Personal Financial Education standards.

63

Rule Revisions in Effect for the 2024-25 SY



Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**

District Report on Compliance with Division 22 Standards

Our 4J District Leadership team engaged in a comprehensive review of each of the 60 Division 22 Standards. The review included the collection of evidence, internal tracking and review of action plans.

District Leaders have determined that Eugene School District 4J is in compliance with 58 of the 60 Division 22 Standards. The District is proposing corrective action for two (2) items. ⁶⁵

Corrective Action Implemented

Last year the district reported being out of compliance with five Division 22 Standards:

Menstrual Dignity for Students [OAR 581-022-2515](#):

Educational Equity Advisory Committees [OAR 581-022-2307](#):

Instructional Materials Adoption [OAR 581-022-2355](#) **AND**

Postponement of Purchase of State-Adopted Instructional Materials [OAR 581-022-2360](#):

Assessment of Essential Skills [OAR 581-022-2115](#):

Action Plans were implemented to bring the district into compliance with Division 22 Standards. Four of the five Action Plans were achieved. One standard remains out of compliance.

OAR 581-022-2115 Corrective Action Plan and Timeline

Assessment of Essential Skills [OAR 581-022-2115](#):

The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students. ***However, Section 2: Local Performance Assessment requirement is not waived.***

Local Performance Assessment and Alignment Status:

The district is out of compliance with Section 2 (Local Performance Assessment requirement) and will implement a corrective plan of action during the 2025–26 school year. The district will collaborate with staff to develop a plan that aligns with the language and provisions of the licensed Collective Bargaining Agreement (CBA).

Several K–12 schools are currently implementing state-aligned rubrics for assessment in ELA and mathematics; however, the work remains fragmented and inconsistent across sites. Extending the implementation timeline⁶⁷ by one year will allow the district to synchronize assessment practices with newly adopted curriculum, establish coherence across grade levels, and ensure systemwide consistency and fidelity.

OAR 581-022-2250 Corrective Action Plan and Timeline

District Improvement Plan [581-022-2250](#):

Definitions and guidelines for requirements for district CIP (Continuous Improvement Plan). Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.

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In July 2025, this plan was formally presented to incoming Superintendent Dr. Miriam Mickelson as part of her executive onboarding and district leadership transition. It will serve as a blueprint for understanding current conditions, priority actions, and system-wide needs across 4J's academic, equity, and operational structures

Starting on July 1, 2025, Superintendent Mickelson, began to lead the district through a comprehensive listening and learning series of meetings and community engagement.

68

The core purpose of this work is to ensure that every student in 4J is thriving - academically, socially, emotionally, culturally, and behaviorally. We are especially committed to the success of students who have been historically and currently underserved. This commitment extends deeply to understanding and addressing disparities in literacy development, special education services, and support for Multilingual and English Language Learners, ensuring that all students, regardless of their learning needs or background, achieve their full potential.

Identify systems alignment gaps and needs that form the basis of a strategic plan, 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.

Looking Ahead: Compliance for the 2025-26 SY

69

20

New/Revised Rules & Requirements

OAR 581-022-2307

District Equity Committee (Educational Equity Advisory Committee)



Requirement: Each school district must establish an Educational Equity Advisory Committee (commonly referred to as the District Equity Committee – DEC) under ORS 329.711 and Senate Bill 732. Beginning in 2025, pursuant to House Bill 2453, the DEC’s primary advisory responsibility is to the **superintendent**, with optional reporting to the board and community.

Districts must ensure that the committee:

- Represents students and families who have been historically underserved,
- Advises on educational equity and system barriers,
- Provides input on policies, programs, and practices affecting marginalized student groups, and
- Submits an annual summary or report, as determined locally, that may be shared publicly and with ODE.

New/Revised Rules & Requirements HB 2453 District Equity Committee (Educational Equity Advisory Committee)



Eugene School District 4J has an established and active **District Equity Committee (DEC)** that operates under SB 732 and the updated HB 2453 (2025) requirements. The committee represents a broad cross-section of students, families, staff, and community members, reflecting the district's racial, linguistic, and cultural diversity. It meets regularly with the Superintendent and Chief of Staff to review policies and data through an equity lens and identify systemic barriers to access and belonging.

Under the new law, the DEC advises the Superintendent directly and is exempt from public meeting law, enabling more open and inclusive participation. The district ensures accessibility by providing language supports, childcare, and stipends, and the DEC collaborates with the District Budget Committee to integrate equity into financial decisions. An annual summary of recommendations and district responses is shared with the Superintendent, Board, and community.

New/Revised Rules & Requirements



Administration of State Assessments

- Added SEED Survey as required OSAS component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)
- Added clarification that districts must abide by ODE decisions regarding student test records

72

New/Revised Rules & Requirements



Educational Leadership – Administrator Standards

Administrator standards have been updated to the Professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

73

Districts must align administrator evaluations to the updated standards by September 30, 2027.

Compliance for the 2025-26 SY



Eugene School District 4J is currently in compliance with all Division 22 standards, with the exception of OAR 581-022-2115 (Assessment of Essential Skills – Local Performance Assessments), for which a compliance plan is underway for the 2025–26 school year. All other newly implemented or forthcoming requirements have active district leads assigned, policy alignment in progress, and verified evidence of implementation. The district remains proactive in anticipating future updates to ensure continuity of compliance and transparency.

At the same time, the district will continue to monitor these areas closely, particularly in light of ongoing fiscal constraints. Several Division 22 requirements represent **unfunded or** ⁷⁴ **partially funded state mandates**, and the current budget conditions may affect the pace or depth of implementation. 4J leadership will review potential impacts regularly to ensure that any adjustments are transparent, legally sound, and communicated to the Board and ODE in a timely manner.



ITEM FOR INFORMATION

Date of Meeting:

October 22, 2025

Title:

Receive Monthly Finance Report

Presenter:

Matt Brown, Director of Financial Services

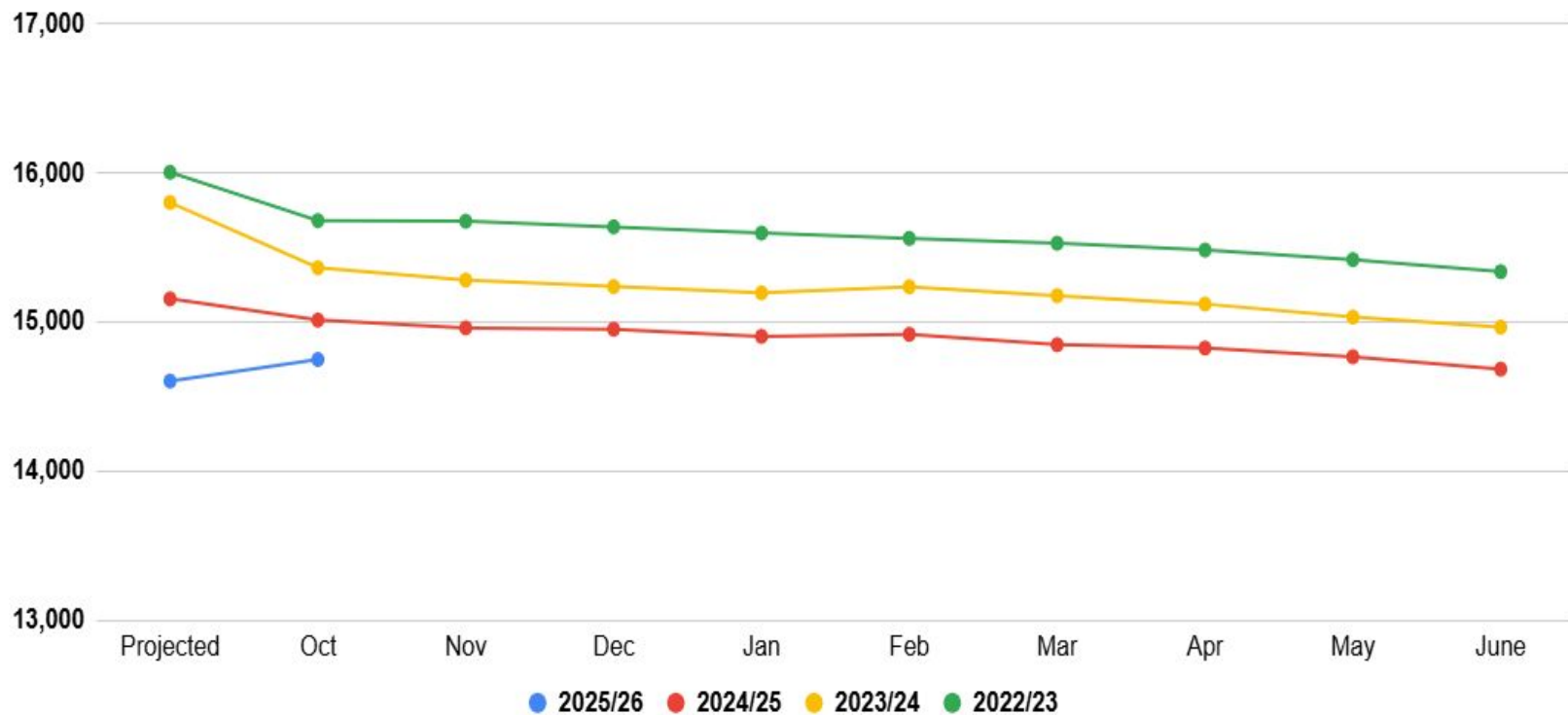
Background:

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

Financial Update

As of Sept 2025

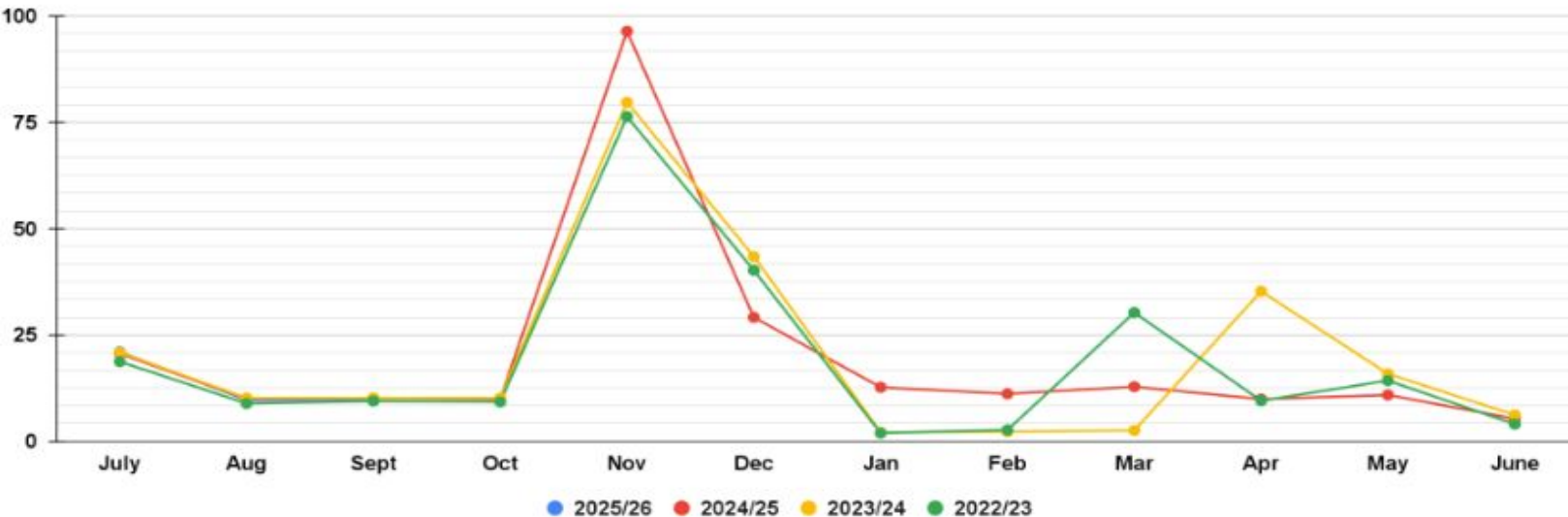
Enrollment



ENROLLMENT	Projected	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	14,604	14,749								
2024/25	15,156	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,802	15,364	15,282	15,238	15,196	15,237	15,177	15,121	15,033	14,966
2022/23	16,005	15,681	15,677	15,639	15,597	15,561	15,529	15,483	15,419	15,338

General Fund - Revenue

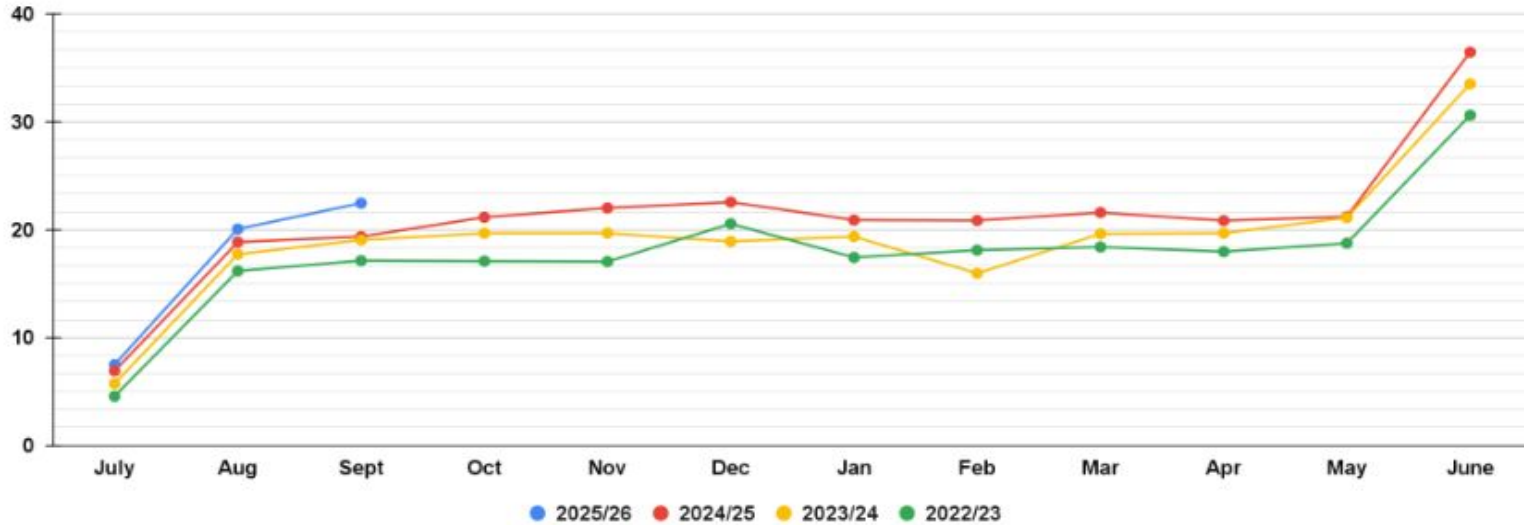
General Fund - Revenue



GE REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	21,033,913	9,703,021	9,877,390									
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800
2022/23	18,727,498	8,891,854	9,449,751	9,265,344	76,320,493	40,184,494	1,930,780	2,664,988	30,255,670	9,529,786	14,267,164	4,028,977

General Fund - Expenses

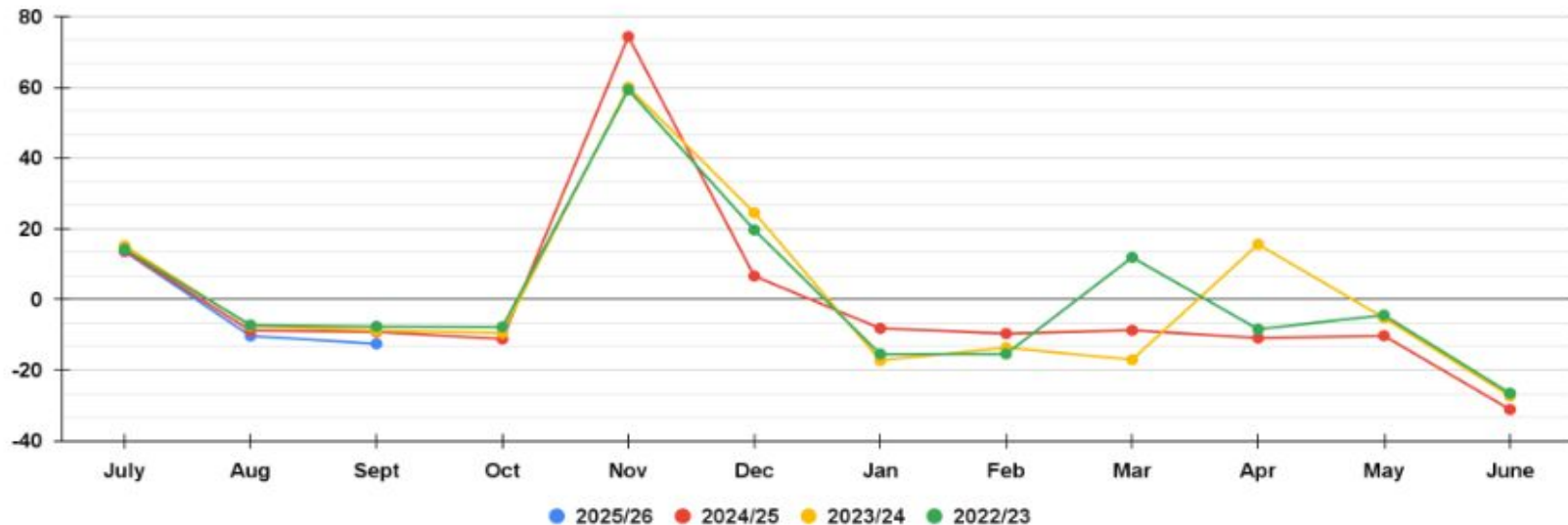
General Fund - Expenses



GF EXPENSES	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	7,489,442	20,059,732	22,453,511									
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,452,683
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,336

General Fund - Over/Under Monthly Spend

General Fund Over/Under Spending



GF Over/Under	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	13,544,471	-10,356,711	-12,576,121									
2024/25	13,684,957	-8,844,080	-9,192,432	-11,205,488	74,348,655	6,580,000	-8,206,638	-9,688,509	-8,754,960	-10,920,986	-10,309,869	-31,152,888
2023/24	15,153,208	-7,556,167	-8,848,675	-9,493,857	60,018,526	24,518,179	-17,266,705	-13,692,808	-17,056,562	15,576,488	-5,251,899	-27,329,536
2022/23	14,168,808	-7,276,269	-7,677,561	-7,811,288	59,285,188	19,642,135	-15,495,601	-15,435,395	11,864,528	-8,433,581	-4,469,984	-26,568,356

All Funds - Financial Summary

FINANCIAL SUMMARY

August 2025	General Fund	Special Funds	Debt Service	Capital Funds	Insurance Funds	Trust Fund	All Funds
Beg. Bal. (pre-audit est.)	45,202,048	10,342,574	9,731,433	90,760,445	15,160,043	162,409	171,358,952
Revenue	40,614,324	9,589,305	1,207,916	681,153	7,202,432	38,271	59,333,401
Expenditure	50,002,685	10,026,496	0	8,272,394	13,244,847	24,245	81,570,667
Ending Fund Balance	35,813,687	9,905,383	10,939,349	83,169,204	9,117,628	176,435	149,121,686

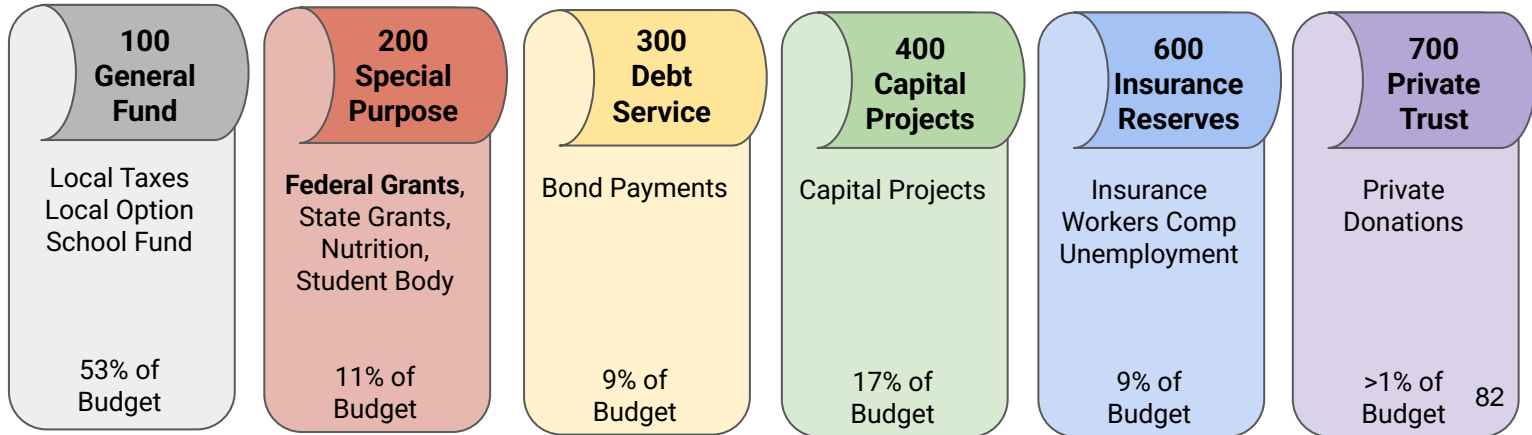
Preliminary audit numbers for Beginning Balances have been updated. The General Fund is still \$0.7 Million less than the budget was adopted. This number will not be confirmed until our audit is completed before the end of the calendar year.

General Fund - Budget to Actual

GENERAL FUND BUDGET TO ACTUAL

August 2025	Budget	Actual	%	PY %
Beginning Balance	46,307,000	45,202,048	98%	
Revenue	252,082,000	40,614,324	16%	14%
Expenditures	275,654,890	50,002,685	18%	16%
Contingency	12,889,439	0		
Unappropriated	9,550,671	0		

Budget Bucket Basics

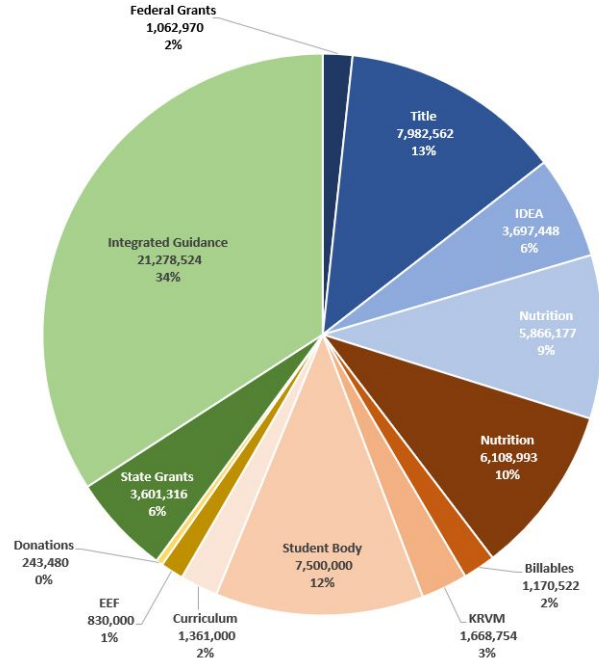


Budget Bucket Basics

200 Special Purpose

Federal Grants, State Grants, Nutrition, Student Body

11% of Budget



Funding Sources (200 Funds)

Federal	18.6M	30%
State	24.8M	39%
Private	1.0M	2%
Other	17.8M	29%
Total	62.2M	100%

The People Business

\$0.90

**of every dollar go to
salaries and benefits**

Enrollment & Staff Trends

Enrollment

-20%

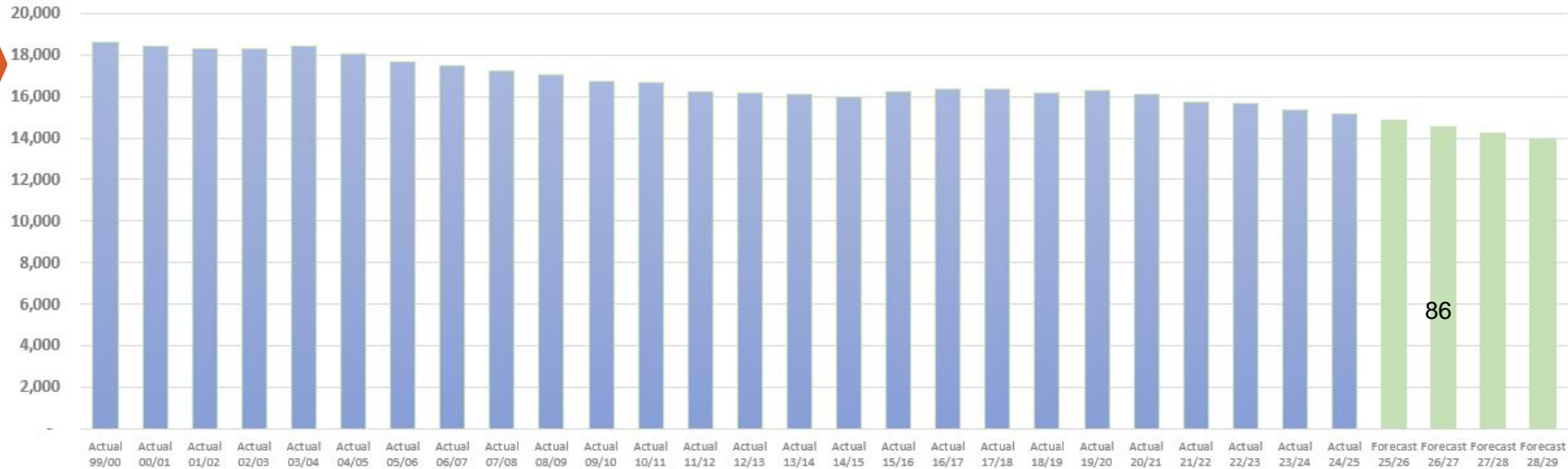
Down
Since 2000

Staff

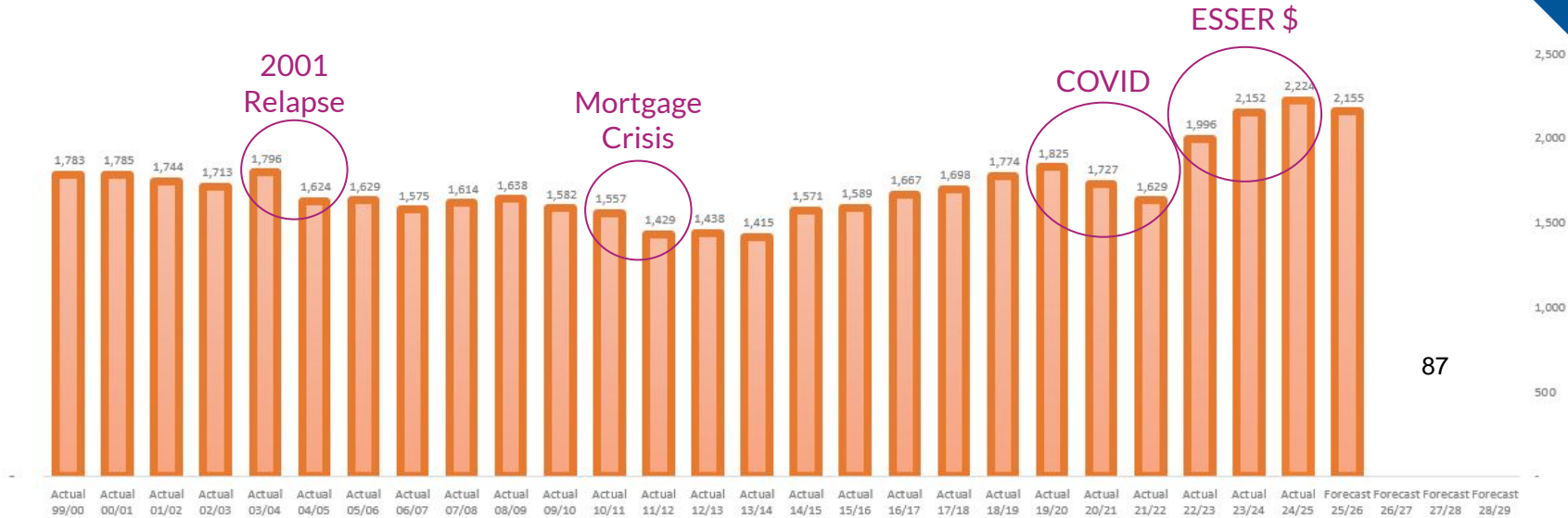
+25%

Up
Since 2000

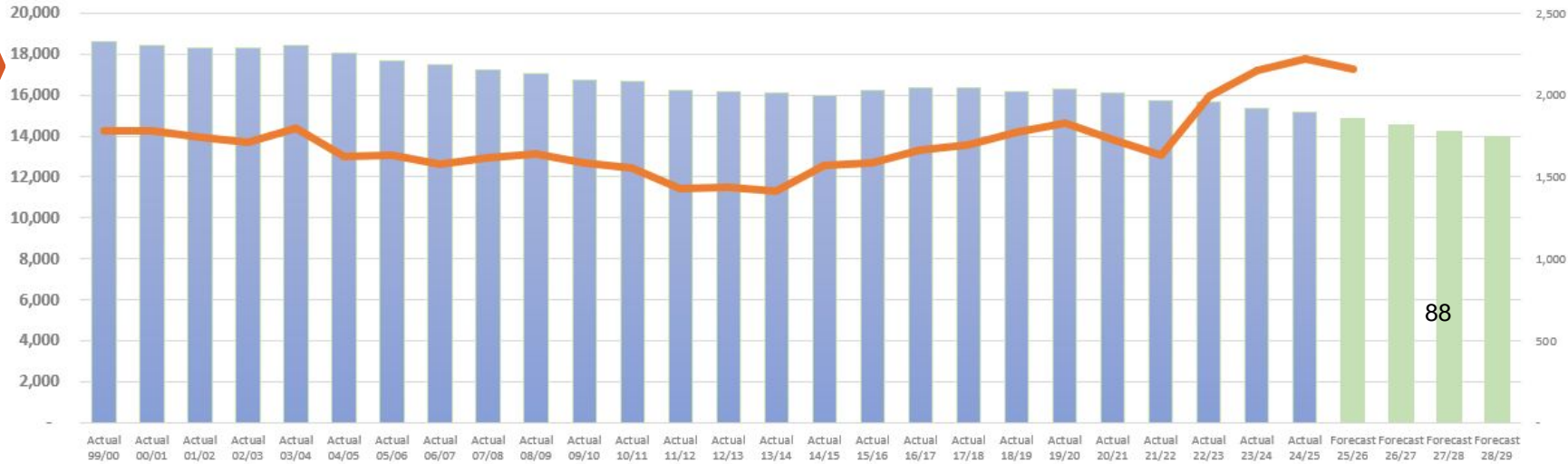
Enrollment History



Staffing History



Staffing History



Financial Forecast

As of September 2025



	22/23 Actual	23/24 Actual	24/25 Actual	25/26 BUDGET	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	20,728,000	(9,017,000)	(46,279,000)	(94,441,998)
Actual Revenue	217,131,000	236,666,000	239,230,756	250,447,000	254,524,000	255,956,000	254,524,002
Total Expenditures	213,324,000	235,215,000	269,564,891	275,656,000	284,269,000	293,218,000	302,687,000

Financial Forecast

Reductions: \$30M 26/27 & \$8M 27/28



	22/23 Actual	23/24 Actual	24/25 Actual	25/26 BUDGET	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	20,728,000	20,983,000	21,721,000	11,558,002
Actual Revenue	217,131,000	236,666,000	239,230,756	250,447,000	254,524,000	255,956,000	254,524,002
Total Expenditures	213,324,000	235,215,000	269,564,891	275,656,000	254,269,000	255,218,000	264,687,000

Financial Forecast

How did we get here?

- Federal ESSER dollars with significant hiring
- Employee costs, such as COLA, retirement and insurance costs
- Enrollment decline
 - Low birth rates
 - Housing costs
 - Smaller families
- Legislation in Salem
 - State School Fund allocations
 - Unfunded mandates

Looking to our Past

Significant Reductions of our past (2008-11)

The last significant reductions were over a decade ago

- Reductions lasted multiple years
- School closure and consolidation
 - Coburg, Crest Drive, Parker, Meadowlark
- Merging alternative schools with neighborhood schools
- Staff wage freezes and lower insurance contributions
- Furlough days ranging from 3-9 days
- Reduction of general purchases and move to centralized purchasing
- Reduction of ~200 FTE across all employee groups
- Transferred services to Lane ESD

Looking to our Past

Reductions made to this year's budget

\$20.7

Million

\$1.6M (8%)

Elementary staffing based on enrollment declines

\$19.1M (92%)

Administrative staffing, materials, and one-time transfers

Current Year Changes

What are we doing now?

- Moving to a hybrid-centralized purchasing process
- Pcard reductions
- Reducing professional development
- Hiring process reviews for all positions
- No new programs or services
- Not currently looking at mid-year staffing reductions to preserve current services and current programs to students

Next Steps

Timeline

- October–November
 - Engage with leadership, departments and buildings
 - Reach out to stakeholders and community
 - Identify opportunities and review all options
- December-January-early February
 - Superintendent recommendations (3 phases)
 - Phase 1 - Unrepresented (FYI to Board: Operational)
 - Phase 2 - MAPS/Programmatic Changes
 - Phase 3 - EEA and OSEA
- mid-February–March
 - Staffing allocations to buildings and work on 26-27 budget document; HR and contractual notifications begin
- April–June
 - Budget Committee meetings
 - School Board adopts budget by June 30, 2026



ITEM FOR ACTION (Second Read)

Date of Meeting:

October 22, 2025

Title:

Approve revisions to Policy JFCEB – Personal Electronic Devices and Social Media

Presenters:

Carmen Xiomara Urbina, Chief of Staff

Sebastian Bolden, Director of Secondary Education

Background:

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.

The revised Policy JFCEB – Personal Electronic Devices has been 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.

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 device¹ 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

¹ 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.[†]~~

~~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.~~

[†]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~~

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 (Second Read)

Date of Meeting:

October 22, 2025

Title:

Approve 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 recommends approval of revisions to Policy JOA – Directory Information.

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

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 (Second Read)

Date of Meeting:

October 22, 2025

Title:

Approve 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>Not to Exceed 50% <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>More than 50% and less than 100% <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>100% <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*



ITEM FOR ACTION (Second Read)

Date of Meeting:

October 22, 2025

Title:

Budget Committee selection process for 2025-26

Presenter:

Matt Brown, Director of Finance

Background:

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

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

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

- Dakota Boulette
- Eric Richardson

Next Steps

The Equity Committee will nominate one member of the Equity Committee to serve on the Budget Committee. The Board would then need to take action to approve the selection and appoint them to the budget committee. This will leave 1 open position for the board to fill through the budget committee selection process.

Staff prepared the application form, which proved to be an excellent resource for obtaining interested community members. The application form had several questions that the board approved during the last selection process. The questions are intended to be a tool for the first round where the board selects the six finalists from the applicant pool. To establish the pool of six finalists the board will be asked to identify their top six (6) finalists via a ballot process; a second ballot process may be needed depending on the voting results to create the six finalists.

The second step would consist of each of the finalists to speak for 3-5 minutes at the next board meeting scheduled for November 5, 2025.

Timeline

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

The names of the applicants are below. Their applications are enclosed in this agenda.

Christopher Ashton	Adam Jordan
Martha Baldwin	Ryan Kossol
Sara Barnes	Kearstin Krehbiel
Karen Blikstad	Danny McDiarmid
Dakota Boulette	John Mitchell
Sabrina Carman	Kori Perpignan
Dr. Rochelle Coles	Gallen Pierce-Lackey
Julie Coren	Scott Prior
Stacy Dervin	Tarah Pugh
Chanda Diekotto	Andrea Ramsey
Patrick Driggett	Emaline Rider
Brian Edward Nessler	Jamie Rivas
Dan Fagan	Dave Roth
Keith Frazee	Bari Swartz
Molly Gillett	Stephen Truebe
Sarah Hagen	Sara Victoria Lopez
Chase Helms	David Wagner
Charles Hoffman	Joseph Waltasti
Agametchukwu Iheanyi-Igwe	Lorin Williams
Rene Israel Jaramillo	Kyle Wilson

At the November 5 meeting, the Board will ballot to select the top candidate. The Board will then take action to appoint the candidate nominated by the Equity Advisory Committee and appoint the candidate selected through the ballot process.

2025 Budget Committee Candidates

Christopher Ashton	Adam Jordan
Martha Baldwin	Ryan Kossol
Sara Barnes	Kearstin Krehbiel
Karen Blikstad	Danny McDiarmid
Dakota Boulette	John Mitchell
Sabrina Carman	Kori Perpinan
Dr. Rochelle Coles	Gallen Pierce-Lackey
Julie Coren	Scott Prior
Stacy Dervin	Tarah Pugh
Chanda Diekotto	Andrea Ramsey
Patrick Driggett	Emaline Rider
Brian Edward Nessler	Jamie Rivas
Dan Fagan	Dave Roth
Keith Frazee	Bari Swartz
Molly Gillett	Stephen Truebe
Sarah Hagen	Sara Victoria Lopez
Chase Helms	David Wagner
Charles Hoffman	Joseph Waltasti
Agametochukwu Iheanyi-Igwe	Lorin Williams
Rene Israel Jaramillo	Kyle Wilson

Full Name: Christopher Ashton

What is your connection to Eugene School District 4J? I have 3 kids currently in 4J schools and another that already graduated.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? My 22 year career has been in personal finance, I have an extensive background developing financial planning techniques that address effective cost reduction, while not cutting quality in the investments that need to be made. What am I most excited about? Making a difference in my community. I believe a set of eyes from an outsider who has extensive personal finance experience would go a long way to cutting out waste and reinvesting in programs that impact kids. I very much hope for the opportunity to be on this committee.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? This isn't a politically correct answer, but I see no value in that approach. I see value in selecting individuals for the committee that have the requisite experience and passion to do the job to a level of excellence not seen before. Having said that, I have an enormous passion for the kids in the district that are in life skill classes and I feel very strongly they need an investment of time, love and resources to help them be included with their peers who aren't special needs.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I'm a Certified Financial Planner, I have been for 14 years, this is what I do professionally, this is my level of expertise. I've worked in that space for 22 years, I excel in this type of work.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? Ooh, I love this question! I've looked at the 4j forest for the Nine years I've lived in Eugene. Having kids in the Churchill schools (Adams, ATA, CHS) and now the Sheldon Schools (Holt, Cal Young and SHS), my macro view of the schools and district offers a fresh set of eyes. That viewpoint connected to my desire to find unmatched levels of success in this committee allows me to bring a view that allows the district, individual schools, students and parents to have improved opportunities.

While not required, please share any experience you have with finance, accounting, and/or budgets. I feel like I've answered this already, but this is my expertise. I look forward to the chance to speak more about the committee.

Full Name: Martha Baldwin

What is your connection to Eugene School District 4J? I have 2 students at 4J - Holt and Sheldon - and I also have a recent graduate of Sheldon.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in learning more about how school finance works in Oregon and around the budget decisions that are made at the District level. I am most excited about bringing my school finance experience to the table.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? The budget committee needs to ensure that they are made up of a multitude of backgrounds and experiences so that they can help determine how a particular budget decision might affect communities within the district.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have 2 kids currently in the district, and 1 that recently graduated - so we have experienced some of the budget decisions that have been made over the past 3 years. I volunteer on the Holt PTO and see how much the PTO has to support that the district is not able to support - and realizing that dynamic could cause a lot of inconsistencies between schools depending on the income levels of the families that feed into each school. I have worked in school finance for many years (in Wisconsin) and would love to put that experience to use on this committee.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I think through my volunteering on the Holt PTO, I can bring perspectives to the committee as well as share back to the PTO from the committee. I am also very well connected within the community and could both bring perspectives in and share back out from the committee.

While not required, please share any experience you have with finance, accounting, and/or budgets. I am currently a Finance Director at a local not-for-profit. I also have nearly a decade of experience in Wisconsin school finance as a Finance Director and Budget Manager. I also have a handful of years experience in auditing public school districts in Wisconsin.

Full Name: Sara Barnes

What is your connection to Eugene School District 4J? My three children attend 4j schools.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the Budget Committee because I want to contribute to thoughtful, fair decision-making that supports the organization's goals. I'm especially excited about the opportunity to ensure resources are allocated in ways that reflect our values, promote equity, and strengthen the impact of our work.

I have a background in nursing and business and love to be able to find how to provide the highest quality care while still maintaining a profit. I like to look at road blocks and be able to break them down and streamline processes.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? My career in nursing has shown me first hand how disparities still exist in our communities. The committee is not just allocating dollars—it is shaping priorities, opportunities, and access across the organization or community it serves. Diversity gives us varying perspectives and voices. Equity is the framework on making sure resources are evenly distributed. Inclusion makes sure that the committee is transparent and accessible. All three play a pivotal role in the effectiveness, build trust and maintain accountability.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have been a nurse in the Eugene/Springfield community for the past 20 years. I love our community and want to see it flourish. I want to start volunteering within the community that I love. Nursing allows me to bring critical thinking, creativity, and an objective approach to problems. My business background has given me the ability to bring strategic methods on getting the biggest return on the smallest investment.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? In my nursing career, I have had the opportunity to teach at LCC in their nursing program. My experience as a teacher and working around budget constraints, I believe, will give me more insight on concerns the 4J budget committee may have to deal with. My management experience will allow me to look at the financial component while being a parent of 4J students will give me the community aspect.

I would bring community perspectives by actively listening to parents, staff, and community members in both formal meetings and informal conversations, and sharing

their priorities during budget discussions. In return, I would communicate the committee's work back to the community in clear, accessible ways to build understanding, trust, and transparency.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have been in management for the past 12 years where I have had to balance a budget and turn a profit while also providing a level of care that should have no budget. I understand how the bottom line can affect the quality of service but also understand how to be respectful of the resources that I have.

Full Name: Karen Blikstad

What is your connection to Eugene School District 4J? All four of my children went to and graduated from 4J schools.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? As someone with a special needs son, I am very interested to see how funding is allocated to that group. I also would like to know how much money goes to administration. Working for a large corporate hospital makes me appreciate the “little people” involved in the true work.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I think we need to make sure schools are funded at least as equally as homeschooled (often Christian) programs. I see a definite drift towards private, voucher education and I don't want that for our community. Our public schools, that support a variety of classes and races, need to survive.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have been a pediatric nurse at a local hospital for 24 years, and I see the impact of budget cuts on children, be it in healthcare or education. We see more hungry kids and impoverished families working to support themselves. Kids matter. Whether you have one or not, we should all be invested in their success.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As I said, my employment provides me wide access to the heart of the community. I could definitely bring a perspective. As for how to share it, that is something I'd have to think about more.

While not required, please share any experience you have with finance, accounting, and/or budgets. Unfortunately, that is not a strong suit of mine. I balance my own budget and that of my 19 year old autistic son, but have no experience with major accounting feats.

Full Name: Dakota Boulette

What is your connection to Eugene School District 4J? Former student and budget committee member

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm eager to continue the work I've been dedicated to for the past four years. I'm especially excited about the opportunity to ensure that our community's voices are heard and that their needs are met

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? DEI plays a role in ensuring that funding is distributed in a way that addresses disparities in resources and support services. The committee should also be mindful of fostering a supportive and inclusive environment for both students and staff by allocating funds for professional development around DEI, inclusive curricula, and accessible school facilities

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I bring a unique combination of lived experience and institutional knowledge to the Budget Committee. As a former homeless youth, I have a deep understanding of the challenges faced by vulnerable populations. This experience has shaped my approach to public service, as I am passionate about advocating for equitable resource allocation. In addition to my personal background, I have served on the committee for the last four years, including three years in district leadership. Currently, I also serve as the Vice Chair of the Stonewall Caucus of the Democratic Party of Oregon and as the Governor for Oregon with the National Federation of Stonewall Democrats. This role allows me to build strong political connections and work with diverse communities, which further strengthens my ability to navigate complex political landscapes. I bring not only a wealth of lived experience but also the institutional knowledge and political networks necessary to effectively contribute to the committee's work

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As a member of the Budget Committee, I would prioritize open and transparent communication with the community. One of the ways I plan to do this is by being more actively engaged in our schools, taking the time to hear directly from students and staff about what needs to be done. Additionally, I would make a concerted effort to meet with union groups that represent the dedicated staff members who make up our district. By building these connections, I can better understand the needs of the community and ensure that their voices are represented in the budget process.

While not required, please share any experience you have with finance, accounting, and/or budgets. 4J budget committee 2021-present Stonewall Caucus
Democratic Party of Oregon treasurer 2022-2023

Full Name: Sabrina Carman

What is your connection to Eugene School District 4J? I am a parent of students in the district as well as the founding president of a school associated nonprofit.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I would like to be able to put my professional skills to work as a volunteer. I am financially responsible and have the background to be able to evaluate and balance complex financial problems in an organization. I work well with others in a group setting and I value group input to problem solve.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? DEI initiatives are close to my heart as the mother of a transgender child. We moved here from the South to give our child a healthy environment to learn in. We feel that 4J does value my child, and they are safe here. I support all diversity, equity and inclusion being at the forefront of decision making for the Board. Financial decisions always come with a cost, but it should be a financial cost, not at the cost of any of our students or stakeholders. I feel confident that the Board can balance these complex issues.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have three business degrees, and am well qualified to sit on a budget committee. I have over 20 years of work and volunteer experience with at risk and foster children, so service to children is close to my heart. I currently founded and run a nonprofit associated with Roosevelt Middle School (Parents at Roosevelt) and this is our first year in operation. I have run other nonprofit operations in the past, including an LGBTQ education organization. I have done financial and forensic audits for non-profits in the past in both Texas and Alabama involving foster agencies and PTO's.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I have become very familiar with the community associated with Roosevelt. I feel uniquely able to bring a perspective directly sourced from parents and community members from our school as well as the French Immersion program. Roosevelt has a large income disparity range among the students, so I balance the needs of many types of families and income levels at Parents at Roosevelt. Being able to interact with the students and families without being a 4J employee often gives me a unique perspective of student and school needs.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have several years of budgeting and auditing experience professionally for non-profits associated with children, including forensic audits. My three business degrees qualify me to teach college level business

administration concepts, so I feel able to balance financial concerns with the general business management needs of the school system.

Full Name: Dr. Rochelle Coles

What is your connection to Eugene School District 4J? Grandmother

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

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

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

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

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

Full Name: Julie Coren

What is your connection to Eugene School District 4J? I have two children in the district (5th and 2nd grades). I'm a very active member of my local PTA and also recently joined the Oregon PTA Advocacy team.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm incredibly invested in seeing 4J succeed. Not only for my children, but because a healthy district begets a healthy community. I became really interested in the budget process last year and came to several school board and budget committee meetings, which only deepened my curiosity and desire to be more involved beyond just my own school. Last year's budget process really made me think beyond just my building, helped me look at the larger picture. I'm curious to further explore that.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I think DEI plays a huge role in budget planning. We might not be the most diverse district in the US, but we have large population in the district of Latino/Hispanic students as well as large numbers of low-income students. There are a lot of differences between one school and another in terms of population, parent involvement, income, transportation availability, etc. I think when budget planning you have to keep the entire spectrum in mind and not just work with one school or one demographic in mind. You have to look at who really makes up your district as a whole and work to support what is best for everyone.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I think that I am able to look critically at things and provide balanced perspectives in non-confrontational ways. I am willing to hold people accountable, without being divisive or aggressive. I've worked in non-profit administration for 20+ years and have chaired boards and countless committees. I've been responsible for setting and reviewing entire organization budgets. I'm a very active and committed in all things I take on, and I think I'd bring my curiosity, passion, experience, and also willingness to listen and learn to the committee. I have a track record of being a good communicator and collaborator, even in the most divisive of settings, and I know how to not let my emotions get the best of me. I strive for everyone to feel supported, but not necessarily for everyone to get everything they want (that includes myself). I am a big believer in transparency, compromise, collaboration, and critical thinking.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I sit as secretary on a very active PTA (Edgewood Community Elem.). I also chair our carnival and run our OBOB program. I'm in the building a lot and have good relationships

with both staff and volunteers. I know our head janitor, our kitchen staff, our EA's, our teachers (even those my own children have not had personally). Edgewood PTA members often show up to school board meetings and budget committee meetings and see and advocate for things beyond just our own building. They are passionate, involved folks. I also am an active member of the Eugene 4J PTA/PTO Discord chat group and could see myself being a liaison there. As a new member of the Oregon PTA advocacy leadership team, I also will be communicating regularly with other PTA/PTO groups in the district and state, and will hopefully be meeting with local legislators in the coming year, as well.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have been in non-profit administration for more than 20 years. I have sat as both the Development Director and Interim Executive Director of the Eugene-Springfield Youth Orchestras. In my 9 months as Interim ED, I was responsible for overseeing all aspects of the organization including budgeting, artistic and administrative staff hiring, human resources, payroll, accounting, fundraising, board development, public relations, grant writing, scheduling, and programming. In that time, I returned the organization budget to a surplus after a prior two-year deficit and rebuilt trust and balance both internally and externally following an arduous and hasty change in leadership. Along with this experience, I also was a member of the Eugene Science Center Board of Directors for 6 years, the last two as Board President. I saw the organization through COVID, helped with the rebranding process, and worked tirelessly with various groups to try to secure the EWEB building as our permanent home. I helped plan the budget each year and was actively involved in helping create a new salary structure to keep the organization competitive in difficult times. I am currently a non-profit grant writer. As part of this job I have to have an intimate understanding of budgets, budget reporting, fiscal responsibility, and more. In my work with the Eugene-Springfield Youth Orchestras, I have worked in partnership with the district and the BEST program to help secure funding for ESYO's String Academy program. I also am beginning some work soon as a volunteer of Edgewood Pool to help find funding for their upcoming capital campaign. While I admit that these non-profit organizations don't have budgets that come close to the amount or complexity of the district budget, I do have a firm understanding of how the process works, and I'd look forward to learning more and delving deeper into more complex budgets and budget processes.

Full Name: Stacy Dervin

What is your connection to Eugene School District 4J? I am a parent of two 4J students, 6th & 8th grade at Spencer Butte Middle School

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I understand that there is a need for committee members with finance-specific backgrounds during a really important & challenging time in the districts' fiscal situation. I'm most excited about bring a long-term perspective focused on sustainability & equity to a room where there might be a multitude of voices prioritizing short-term needs & wants.

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

This work should be woven throughout every facet of decision-making so that the decisions do not impact our district's most vulnerable students disproportionately. I believe that those with privilege, socially & economically, must use it to lift others up.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a deep understanding of short & long-term finances through my current work as a financial planner at Tailored Financial Planning. I also have 13 years of institutional money management experience working with the UO Foundation. I've been the director of an in-home daycare/pre-school for 3 years, and care deeply about supporting children of all ages. I've founded a non-profit that supported work to reduce child abuse & neglect, and I currently sit on the Board of Parenting Now as the Board Secretary. I attended public schools in Oregon and was a scholarship recipient at an Oregon public university (University of Oregon).

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I am a parent of a child in the LGBTQIA+ community and as a white cis-woman, I am aware that I have privilege not shared by many others in my community. I've crossed social & economic classes and believe that every 4J child should have access to opportunity whether they are in North, East, West or South Eugene. I am also a home owner who pays property taxes and a business owner who is active in that community.

While not required, please share any experience you have with finance, accounting, and/or budgets. I am a Certified Financial Analyst and a Certified Financial Planner. I have a BS in Math & Economics from the University of Oregon. I've held Treasurer positions at Oregon Mozart Players & Parenting Now for the last 3 years.

Full Name: Chanda Diekotto

What is your connection to Eugene School District 4J? Both of my sons attend schools in the 4j district.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the budget committee because I understand the crucial role budgeting plays in the types of programs offered, teachers employed, and ultimately how we invest in our children's futures. I'm most excited about collaborating with other community members, making evidence-based decisions on how to best utilize the funds available, and help find creative solutions to the challenges now facing our communities.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? My role is to support diversity through inclusion and helping to amplify those voices in committee work and decision-making. Through my work with local organizations supporting diverse communities, my human rights commission experience, and my previous employment as a special education teacher, my advocacy role is ensuring these voices play a central role in the overall benefit to our children, their education, and the surrounding community. A school district is a core component of ensuring equity throughout our society.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? Currently I work with esl students, most are refugees and immigrants who are working towards better futures for their families. I've worked for several years in special education and pre-k classes. These experiences have widened my perspective to include overall family units as extensions of students. I understand the struggles of parents especially of students in these demographics as well as teachers and administrators working towards address the issues they see everyday in student education.

I'm currently in a dual master's program at the U of O specializing in public administration and nonprofit management. This has given me deep insights into the roles of institutions within our city as well as the tools to research and implement best practices benefitting stakeholders.

I also have attended academic programs at the United Nations Headquarters in New York which has granted me access to global perspectives by speaking with top officials and experts on human rights, cultural dynamics, and the biggest issues facing our youth such as rampant misinformation, climate change, and unregulated AI. I have also acquired a Certificate of Diplomacy from these programs.

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

Committee and share the work of the Budget Committee with the community?

Since my background varies widely and involves the perspectives of educators, administration, local governments and agencies, minority groups, nonprofit organizations, and parents my contribution to the committee would include offering questions and insights to foster a meaningful discourse on the true values of our community and challenging collective illusions by presenting evidence and narratives to educate those unfamiliar with issues that may deserve further consideration. Allowing there to be an open dialogue, without judgement, which is fully inclusive to ensure these multiple perspectives are equitably represented would be my contribution.

As for becoming a bridge to the community, the knowledge gained from participating on this committee would allow me to bring valuable insights to those primarily affected by its decisions and how they go beyond, extending its benefits throughout the community. By being able to articulate how and why these decisions are/were made in relation to previous budgets and in the considerable strain of today's circumstances, I will be able to better serve as a bridge and advocate for the school district's decisions and priorities.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have served in many capacities ranging from chairing a successful library Political Action Committee as treasurer and an HOA president and treasurer maintaining substantial reserves while keeping monthly dues reasonably low for our residents. I've managed multiple budgets in the food industry as well as in my daycare business. As a board member at the Fern Ridge Library Foundation, Friends of the Fern Ridge Library, and the Eugene Science Center I've been involved in many critical decisions regarding the distribution of limited funding.

Additionally, I've worked as a student consultant at the U of O Law School in assisting local organizations in developing management and financial strategies. By becoming familiar with their budgets, bylaws, and objectives we were able to help strengthen their capacity to fulfill their missions within our community.

Full Name: Patrick Driggett

What is your connection to Eugene School District 4J? My daughter attends Sheldon High School and I live within the school district.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Before my daughter moved here to attend 4J, I had heard from so many people in the community about how 4J "was a mess". I was honestly confused because of how it has compared to other school districts in other states. As a veteran and longtime business leader, I understand that running things successfully requires budgets and as someone who is thoughtful and a lifelong learning I can't think of a better place than to help than our public schools.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I have been an advocate for DEI before the term was every largely recognized. Everywhere I've ever worked I've helped introduce processes that make sure there are diverse amount of voices within work places. Even in hobbies, I'm a staunch ally to those from all walks of life, and I will call out inequity where I see it.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I run the local Eugene Chapter of Miracle Messages, a non-profit that seeks to help our unhoused neighbors make contact with family and friends they have lost touch with, leading to rehousing. I also volunteer with our local Share Fair and help organize the music and MC the events. Before I injured my leg I was also an official for youth football locally.

In my work life I work in software and have been helping run the operations of companies at all sizes for almost twenty years.

Lastly, I have Bachelors and Masters degrees.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I believe I am well in touch with the less served parts of our community and with that lens I'm actively talking with them and trying to find out what it is that they need. This would allow me to both bring their message to the Budget Committee and also bring the perspectives of that committee back to them, so they understand what is happening, for better or worse.

While not required, please share any experience you have with finance, accounting, and/or budgets. I've helped manage the budgets for companies and projects in the tens of millions of dollars, including three different software applications that have made over \$1B gross revenue.

Full Name: Brian Edward Nessler

What is your connection to Eugene School District 4J? My daughter is a sophomore at SES.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I have over seen the budget process for San Joaquin County in California. I have always enjoyed the give and take of working with a committee, and finding common ground that benefits the community we serve.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Being the father of an neurodivergent child who identifies as a part of the LBGTQIA+ Community I strongly support DEI principals. I also would represent the low income community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have worked on diverse budget committees. Everything from a half billion dollar county budget that served over there hundred thousand people, to hundred thousand dollar budgets that served less than a hundred people through an 501c.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I believe your budget committee needs to have closer ties to the community. The announcement of the 25 million shortfall caused a lot of anger, and misunderstanding in the community. I think you could have easily curtailed that with some explanatory meetings at area high schools. I would definitely be willing to participate in such meetings, and I think it would benefit your presentation to have the community member there.

While not required, please share any experience you have with finance, accounting, and/or budgets. I covered in other parts of this application some of xzmy experience on budget committees. My experience with the County, was as an Administrative Assistant to the San Joaquin County Board of Supervisors, I was involved³ with the development of the budget as it had to do with community services.

In my work as Political Consultant I was in charge of developing the budget for the entire campaign including advertising, office space, and equipment rental, hiring and the direction of the entire campaign.

After I retired from my political work I opened a store in Florence, Oregon and I owned and operated it successfully until I injured my back. I was completely in charge of the budget for the store

After I recovered from the back injury I decided to follow up on my long standing dream to become a teacher. I went⁶ secondary education, at the University of Oregon

I taught at Kalapuya Highschool until I was diagnosed with 4th Stage Merkel Cell Carcinoma. I had to end my teaching career much earlier than I would have liked.

Full Name: Dan Fagan

What is your connection to Eugene School District 4J? Parent of two current students in 4J, and I am a former 4J student (SEHS Class of 2004)

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? The part that excites me most is using my professional background as a CPA to serve the local school district. There are a lot of interesting challenges facing the district at this time, and I would like to be a part of the solution. There will be tough decisions to be made, but they can be solved by working together.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? The role of DEI would be twofold the first is through a diverse group of budget committee and school board members working together to approve the budget. Those that are school board members have unique perspectives into the needs and challenges that will be considered as part of the process. The citizen members bring their different backgrounds and connections to the district, and it is those varying perspectives that allow for consideration of a wide range of view points to arrive at the best possible decision. The second role is in the fact that the impact of the budget is wide ranging, and it is important to consider how we are serving the needs of a diverse set of students and teachers. While all students have the same basic needs (safety, food, learning), they are not all on the same footing when arriving for school. It is important to make sure ALL kids have access to important resources, and to design a budget to meet everyone's needs.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a strong background in financial analysis, auditing, financial accounting and budgeting through my experience in as an accountant at Pricewaterhouse Coopers, Schnitzer Steel, and now Forrest Paint. I am not afraid to ask questions or to speak up if I see something that needs clarity or to be addressed further. I enjoy working as part of a team and try to make sure that everyone feels that they have a voice and are an important piece of the process.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I grew up in Eugene and have gotten to know many people throughout the community. I coach youth sports for my girls and engage with a variety of folks through the season, including parents of our team as well as other teams. I also have a twin brother with a community facing career that allows me to get to meet many people that I wouldn't have otherwise, sometimes in hilarious fashion when they think I am someone else.

While not required, please share any experience you have with finance, accounting, and/or budgets. As previously mentioned, I am a CPA with 15+ years of experience in financial accounting, auditing, budgeting and financial analysis. I greatly appreciate consideration for serving on the Budget Committee.

Full Name: Keith Frazee

What is your connection to Eugene School District 4J? I live in Eugene and am a passionate supporter of public education in our community. I currently serve on the board of the Eugene Education Foundation (EEF), a nonprofit whose mission is to promote educational excellence and opportunity for all students in 4J. Through this work, I've gained firsthand insight into the needs of our schools, the power of targeted investments, and the strong potential for public-private partnerships to advance educational opportunity for students.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I care deeply about the future of our schools and the wellbeing of all 4J students.

4J is facing some of the same financial headwinds I've helped navigate at the University of Oregon, namely declining enrollment, rising labor costs in a unionized environment, and the long-term impacts of a structural budget shortfall. I'm interested in serving because I believe I can offer both empathy and expertise. I've led a large department through difficult budget reductions and reorganizations while maintaining focus on core mission, staff wellbeing, and long-range strategic goals.

I'm particularly excited about contributing to transparent, long-term fiscal planning that balances today's realities with tomorrow's opportunities. I also want to support Superintendent Mickelson and believe she's well-positioned to guide the district toward stability and growth.

This is a chance to give back in a way that leverages both my professional expertise and my personal commitment to education.

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

Budgets are moral documents. They reflect and enact our values and priorities. As enrollment patterns shift and resources tighten, we must be especially vigilant that historically underserved students aren't further marginalized. That means looking at the budget not just in aggregate, but in terms of who benefits and who bears the impact.

Through my work with EEF, I've seen the importance of equity-informed investments in our schools and district. On the Budget Committee, I would bring that lens to every discussion, advocating for smart, targeted decisions that lift all students.

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

steady leadership in complex systems, and a deep personal commitment to education. Professionally, I oversee a \$12 million budget as Associate Vice President and Chief of Staff for the University of Oregon's Division of Communications. I've led my division through budget cuts, restructured work to preserve impact with fewer resources, and

collaborated with HR, finance, and labor leadership to minimize harm.

As a volunteer board member with the Eugene Education Foundation, I've helped shape a multi-year strategic plan focused on equity, fundraising growth, and organizational effectiveness. I also coach youth sports and am a proud public school parent.

My personal core values are trust, excellence, care, and resilience, and I strive to reflect these in everything I do. In my lived experience, I was adopted by two parents who worked themselves to the bone, often starting before I woke up and ending after I went to bed at night. Despite their hard work, we remained in humble financial circumstances that forced a level of independence and responsibility upon me that I depend on even today. It's through the care and attention given to me by educators and coaches in my life, when others would've otherwise leaned on their parents, that built up my love for school and commitment to education.

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I

believe I'm well-connected across the Eugene community, from educators and parents to local nonprofit and university leaders. I would proactively listen to those perspectives and bring them into the room. I also have deep experience in strategic communications and public engagement. I'd look for opportunities to help explain the committee's work in clear, community-centered language, and to foster trust through transparency and accessibility.

While not required, please share any experience you have with finance,

accounting, and/or budgets. I have more than a decade of experience managing public sector budgets, currently overseeing a \$12 million budget for the University of Oregon's Division of Communications. My work includes multi-year budget forecasting, scenario modeling, staffing alignment, and tracking the return on investment of communications and outreach efforts. I've also helped manage the fundraising and investment strategy for the Eugene Education Foundation, including reviewing grant allocations, unrestricted funding goals, and equity-impact metrics. Additionally, I own a small property investment company, giving me insight into the effects of real estate and neighborhood cultures, as well as their impact on school communities.

Full Name: Molly Gillett

What is your connection to Eugene School District 4J? Parent and community partner

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Very concerned about the financial cuts needed to be made and why they weren't made this school year.

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

I'm a parent of students of color and I'm a neurodiverse member of the community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I work at LESD and serve several of schools in 4J with special education programming. Budget constraints in 4J have a direct impact on the programming the ESD provides.

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As a parent in the community, I bring the perspective of several parents who access 4J school across Eugene.

While not required, please share any experience you have with finance, accounting, and/or budgets. I manage multiple million dollar budgets at LESD and understand the reporting requirements for Grant funded programs and federal and state dollars.

Full Name: Sarah Hagen

What is your connection to Eugene School District 4J? I have a child in 4th grade at Adams elementary and a younger child who will one day go to Adams. I am a member of the Adams site council. I am the treasurer for the Adams Community Group (the school's PTO). I have also volunteered in multiple capacities at the school, including weekly volunteering in the classroom.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in serving on the budget committee because I want to use the skills and knowledge that I've developed in my career to give back to my community. My depth of experience in education, community service, and finance makes this a particularly good fit.

I have previously volunteered my time and expertise in the education sector (e.g., for several years I provided free tutoring for children living in public housing in the Boston area) as well as in the world of non-profit finance (e.g., for two years I served on the Oregon Community Credit Union board of directors). As I detail below, I have also worked in both education and finance. With one child in a 4J school and another who one day will be at a 4J school, I have a vested interest in supporting the district. On a personal level, I want to learn more about the funding structure of our school system. I am curious about essentially every aspect of the budgeting process. I am eager to take a peek behind the curtains to see how financial decisions are made and how district money is used to support the education of our children. Strong public schools are vital to creating a well-informed citizenry, which is a good that benefits all. But beyond this, a good education can change a person's life. Strong public education is not just of practical importance, it is an intrinsic good. This is why I want to give back in this way. Serving on the budget committee seems like the perfect match for my expertise, interests, and values.

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

There are two main reasons to prioritize diversity, equity, and inclusion. One is moral. It is simply the right thing to do to reverse the historic exclusion and marginalization of certain groups of people. The other reason is practical. A 2020 report by McKinsey & Co. entitled "Diversity Wins" suggests that there is ample evidence that diverse groups lead to better business decisions and outcomes. There is an intuitive reason why this should be so seeing an issue from multiple perspectives leads to greater understanding and, thus, smarter decision making. A 2019 report by Harvard Business School entitled "When and Why Diversity Improves Your Board's Performance" claims that the research is more mixed, and that the gains in diversity are only realized when paired with a culture of egalitarianism. That is, diversity cannot be mere tokenism. The practical benefits of diversity require true representation and allyship. The goal of diversity, equity, and inclusion aligns with the role of the budget committee. The citizen volunteers of the budget committee are there to help ensure that the budget furthers district goals in

alignment with the values and needs of the community. A connection to that community, in all its diverse aspects, is required to do this job well.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a targeted skill set, an open mind, and a positive attitude to the committee. I have taught at the high school and college levels and in both public and private settings. I have a master’s degree in teaching and a PhD in mathematics. I know what it is like to work at a school where students are struggling and budgets are tight, and I know what it is like to work at a school where students are thriving and everyone has the support they need. I am passionate about education and am committed to making sure that the system functions at its best.

Prior to my career in education I worked in finance, where I learned accounting techniques and strong business practices. I also previously served as an associate member of the board of directors at Oregon Community Credit Union, an institution whose complex financial statements required extensive time and focus in order to critically evaluate. I am pleased to share the following praise I received from my fellow board members at the end of my tenure

“Sarah’s hunger to learn is outstanding. She has displayed the courage to express dissenting opinions and ask questions when necessary. I believe her to be a great asset to the board.”

“She is inquisitive, not afraid to speak up when necessary. Her positive attitude is quite refreshing.”

“Sarah is very engaged and asks good questions of management and the Board. I appreciate the diversity of thought her background, experience and skill set adds to our discussions.”

“Her insightful nature is helpful in adding new dimensions to our discussions. She is a delight to work with and has a bright future.”

I hope that my skills and expertise align with the needs of the current budget committee.

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As

a former OMSI Science Communication Fellow and active mathematician, I have had extensive involvement in our community through my STEM outreach projects. I have organized public math events for the Eugene Science Center, Oregon State University, OMSI, the Corvallis-Benton Public Library, Salem Boys and Girls club, the Coffee Creek Correctional Facility (women’s prison outside of Portland), and Tsunami Books. I have volunteered my time and STEM expertise for 500 Women Scientists Eugene, the Da Vinci Days Science Festival, Adams Elementary School, and South Eugene High School. This work keeps me in close contact with the local scientific community.

My work as a stand-up comedian provides me with a deep connection to the local artist

(and especially, performing artist) community and the venues that support it. Additionally, I frequently perform for benefit shows, where proceeds are donated to various local causes (e.g. WellMama and Greenhill Humane Society).

While not required, please share any experience you have with finance, accounting, and/or budgets. I have significant experience with finance, accounting, and budgets. Before completing my graduate work in mathematics, I spent several years doing financial analysis for a San Francisco-based investment firm. This work involved building financial models for companies and critically engaging with management teams to understand their businesses and their financial prospects. As previously mentioned, I served as an Associate Director for Oregon Community Credit Union for two years. This work involved understanding the complex structure of a multi-billion-dollar financial institution and critically evaluating its extensive financial statements. I am also the current treasurer of the Adams Community Group, where budgeting is a major responsibility.

Full Name: Chase Helms

What is your connection to Eugene School District 4J? I have a child attending Chavez Elementary.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the board committee to use the financial and data analytical skills I've cultivated through my work experience to improve our budget and provide our children with the best education possible.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I think it's vital to bring in perspectives from people that have different background and cultural experiences. That way we can make the best decisions for our entire community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I'm very organized, I have an analytical minded approach to problem solving because of my sales experience with a Power BI consultancy. I also currently have a child in Chavez Elementary school, they spent their first two years at Edison Elementary but their mother moved out of that district. We signed up for the lottery and even though we were in the 1st position, we were unable to continue their education with the teachers, administrators, and most importantly friends they had started with. They are adapting well to Chavez and everything has been great. The reason I tell this story is to explain why I feel a duty to apply for this opportunity to help with the budget.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I'm a real estate broker, so I'm out in the community at volunteer events and networking events. I often participate in the downtown events put on by the city of Eugene. I'm also happy to schedule time to meet with folks and answer questions.

While not required, please share any experience you have with finance, accounting, and/or budgets. I worked for PWC in an administrative role, and helped Partners put together financial feasibility reports for specific projects, and reviewing other accounting reports. Since moving to Eugene, I've worked as the Sales Operations Manager at a data analytics consultancy, where we ran reports on everything. I do all the finance and budgeting for my real estate work, including everything from taxes to cash flows of 3 long term rental properties in Florida that I own. While it was 15 years ago, I served on the Student Government at Florida State University and have familiarity with a governmental budget process.

Full Name: Charles Hoffman

What is your connection to Eugene School District 4J? Sheldon High School

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I wish to be a part of the fiduciary commitment to our schools to help insure that funding is used in a manner conducive to high learning.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I have been an active part of the Eugene and Springfield school programs for the last 20 years. I have put 5 sons through the educational programs in both Eugene and Springfield.

I have a trans son, a bi daughter and I own and support a women's Tackle Football Team who's make up is very mixed.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I own my own General Contracting company (18 years locally), have coached over 1000 young people in football, baseball and basketball. I active in community services and enjoy helping others

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I am bilingual, have two kids on the spectrum, one with Aspergers and two step sons of Latin heritage.

While not required, please share any experience you have with finance, accounting, and/or budgets. I run my own business, have worked for the largest drywall company in the United States for 18 years. In charge of millions of dollars projects and management of 250 employees.

Full Name: Agametochukwu Iheanyi-Igwe

What is your connection to Eugene School District 4J? RMS and SEHS parent

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I would like to better understand and contribute to the fiscal priorities of the entity responsible for my children's formal education.

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

Diversity is the strength of America. When there are diverse perspectives there are potentially fewer blind spots.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? Experience working in higher education, serving on school site councils, rooted in the community, and representing the perspective of immigrants in the community.

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I live and work in Eugene. I am a Christian leader in the community. I am also active in some of the communities of immigrants in our area. Communities that are particularly vulnerable right now.

While not required, please share any experience you have with finance, accounting, and/or budgets. Primarily from work where I currently manage budgets as a Dean in a university, and from the non-profit works where I managed the budget of a local worshipping congregation.

Full Name: Rene Israel Jaramillo

What is your connection to Eugene School District 4J? My son is currently attending 7th grade at Spencer Butte middle school

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I have never served on a budget committee before, and I am excited about the opportunity to both learn and contribute. What excites me most is the chance to understand how financial decisions are made and to play an active role in making sure resources are allocated responsibly and effectively to benefit all students

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

As a bilingual Spanish speaker and someone who belongs to a minority group, I understand the importance of ensuring that everyone is represented. I have interacted with people from diverse backgrounds, and this helps me recognize when certain perspectives may be overlooked. On the budget committee, I would prioritize making sure decisions reflect the needs of the entire community, especially those who have historically been underrepresented.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a combination of professional and lived experience that supports thoughtful decision-making. Through my work, I have developed skills in analyzing information, paying attention to detail, and managing resources responsibly. As a bilingual Spanish speaker and a member of a minority group, I bring a perspective that values inclusion and ensures everyone considered.

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

Being bilingual in Spanish allows me to connect with a broader group of families and ensure their voices are included. I also believe in clear communication, so I would share the committee's work with the community in a way that is easy to understand and transparent.

While not required, please share any experience you have with finance, accounting, and/or budgets. I earned a Master's degree in Finance from the University of Oregon (go ducks!) where I gained knowledge in financial analysis, budgeting, and resource management. While I have not yet served on a budget committee, I am eager to use this background for the benefit our community.

Full Name: Adam Jordan

What is your connection to Eugene School District 4J? My oldest son just started kindergarten at Edgewood this fall, and his brother will be there next year. I also grew up in the district, attending Y1-12 at Edgewood, Spencer Butte, and South.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Recent years have made me reevaluate the importance I place on in person community connections and development. I'm making the conscious choice to invest my time hyper local organizations in order do work that will help my neighbors and community and hopefully model the value of such work to my young children.

I'm most excited about meeting and working with other district members to accomplish a common goal and serve our local community the best we can.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Voices and opinions reflecting different backgrounds and different present circumstances are helpful for the successful implementation of anything beyond the most limited pursuits in order to avoid personal blind spots. This is especially critical when one is both funded by and representing a broad community. If you are going to run a community organization, different voices throughout the community must be presented to be considered legitimate.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would say I'm a generally competent guy, and will find something to be interested in with just about any opportunity. I am not and never will be an "ideas" person, but I'll show up every time, contribute where I feel I have something to contribute, and take care of any task that needs doing.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As I mention below, I am an active officer in my local 170 house homeowners association in south Eugene, and have a pretty good feel for at least our little part of the community. Beyond that I have lived here most of my life, including going to school within 4J, living here as a young adult, and moving back recently when starting a family. It's a lot of lived experience within the community and absorbing the varied perspectives encountered during those years.

I don't have the slightest idea how I would share the work of the Budget Committee within the community beyond just living my life as I currently do while having an additional perspective and depth of experience to share with community members I

encounter. The position description is fairly light on specific responsibilities, expectations and goals, so I can't say much more.

While not required, please share any experience you have with finance, accounting, and/or budgets. I've been the treasurer for my local homeowners association for the past two and a half years. I drafted, presented, defended and ultimately got our yearly budget approved the previous two years and just recently argued for and received member approval for a much needed dues increase to stabilize our financial situation. Beyond that, I have the general financial competence that comes from running a four person household as a stay-at-home parent.

Full Name: Ryan Kossol

What is your connection to Eugene School District 4J? Spring Creek

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? As a business owner and advisor I would like to make a difference if I can. I want to help

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I believe diversity, equity, and inclusion play a central role in the budget committee's work because every financial decision has an impact on students, staff, and families across our community. A budget should not only balance numbers but also reflect the district's values and priorities. By applying an equity lens to budget decisions, the committee ensures that resources are allocated fairly, that historically underserved groups are supported, and that all students have access to the opportunities they need to succeed.

Diversity brings a range of perspectives to the table, helping the committee make well-rounded decisions that better represent our entire community. Inclusion ensures that voices from different backgrounds—whether cultural, socioeconomic, or experiential—are not only heard but also considered in the decision-making process. In practice, this means being mindful of barriers, asking who benefits and who may be left out, and striving to align financial resources with the goal of providing equitable outcomes for every student.

Ultimately, DEI helps guide the budget process beyond just efficiency and cost—it helps make sure the budget is a tool for fairness, opportunity, and community trust.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? If appointed to the budget committee, I would bring both professional and community-based experience that I believe adds real value to the district's work. My background as a financial coordinator has given me a strong foundation in budgeting, cost analysis, and resource allocation, all of which are critical skills for evaluating and prioritizing district spending responsibly.

In addition, my volunteer service with the Lane County Sheriff's Office Search and Rescue has given me firsthand experience working with diverse groups of people in high-pressure environments where accountability, teamwork, and clear decision-making are essential. That role has also strengthened my sense of civic responsibility and commitment to serving the broader community.

As a local community member and parent, I bring lived experience of the challenges and opportunities families face within the district. I understand how financial decisions directly impact students, staff, and families, and I believe my perspective can help ensure the budget reflects the needs of all members of our community, not just a few.

Together, these experiences—professional, volunteer, and personal—equip me to contribute with both analytical skills and a grounded community perspective, helping the committee make balanced, equitable, and well-informed financial decisions.

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

Here's a strong draft tailored to your background and the question

As a parent, community member, and volunteer with Lane County Sheriff's Search and Rescue, I've seen firsthand the importance of listening to and representing a wide range of voices. If appointed, I would bring community perspectives to the Budget Committee by actively engaging with families, educators, and neighbors to understand their priorities and concerns. My lived experience as both a parent and financial coordinator helps me connect budget discussions to the real impacts they have on households and students across our district.

I also see communication as a two-way responsibility. I would share the work of the Budget Committee with the community in clear, accessible ways—whether through conversations with parents, participation in community meetings, or providing context about how financial decisions support student success. Transparency builds trust, and I believe it's important to help others understand not only what decisions are being made, but why.

By serving as a bridge, I would work to ensure that community voices inform budget priorities, and that district decisions are communicated back in a way that fosters inclusion, accountability, and shared ownership of outcomes.

While not required, please share any experience you have with finance, accounting, and/or budgets. I bring over 15 years of professional experience in finance, operations, and management, along with a strong connection to my community as a parent and volunteer. My early career as a financial advisor and loan officer with Citi Group gave me extensive experience in financial analysis, responsible lending, and helping families and businesses make informed financial decisions.

In my current role as Director of Operations, I oversee budgets, cost controls, inventory management, scheduling, and compliance. This requires balancing fiscal responsibility with organizational goals, ensuring that resources are allocated wisely and transparently. I have also served as a financial coordinator, where I focused on budget management, expense reviews, and resource allocation to improve efficiency and outcomes.

I believe these experiences translate directly to the work of the Budget Committee. Just as I have aligned budgets to meet business objectives, I see the committee's

responsibility as aligning financial resources to support student success and equity across the district. My lived experience as both a parent and community member helps me connect financial decisions to the real impacts they have on students, teachers, and families.

I would bring both technical financial expertise and a community-centered perspective, ensuring that the district's budget not only balances responsibly but also reflects the values of fairness, opportunity, and student achievement.

Full Name: Kearstin Krehbiel

What is your connection to Eugene School District 4J? Parent

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? As a parent in the 4J district, I want to contribute my budgeting and strategic planning skills to support our schools. I'm committed to ensuring resources are used effectively to provide quality education for all students, while respecting and supporting the vital work of our educators and administrators. I see this as an opportunity to give back to the community that serves my family.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? A budget embodies our values - both in what we fund and how we make those decisions. Diversity, equity, and inclusion should guide our process and priorities, ensuring we listen to all voices and allocate resources so every student can thrive, regardless of their background.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I'm a parent of two kids in 4J (one currently enrolled, one starting next year), so I have a personal stake in ensuring our schools are well-funded and fiscally responsible. Professionally, I spent 15+ years managing budgets for nonprofit organizations. I've led strategic planning processes, managed multi-million dollar grant portfolios, and developed financial systems that balance mission impact with fiscal sustainability. I am certified in Strategy Execution for Public Leaders by Harvard Business School. I'm committed to transparent budgeting that centers student needs and community priorities.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I believe budget discussions should be accessible to everyone, not just people who speak finance fluently. I'm good at translating complex information into plain language and would work to make sure all families understand how budget decisions affect their kids. I'd also actively seek input from families who aren't typically at the table, including LGBTQ+ families, families of color, and those navigating economic challenges. As a nonprofit leader, I've spent 15+ years in conversation with diverse communities about how to achieve their goals with the resources available.

While not required, please share any experience you have with finance, accounting, and/or budgets. I've spent my career managing mid to large nonprofit budgets and finances. In my most recent role, I oversaw financial operations for a organization, including forecasting, audit coordination, and cash flow management. I also managed a fiscal sponsorship program supporting 85+ community partners and oversaw a government grant portfolio. I'm very comfortable reading financial statements,

developing multi-year budget projections, and asking questions about how money gets spent and whether it's achieving the intended impact.

Full Name: Danny McDiarmid

What is your connection to Eugene School District 4J? Parent

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the Budget Committee because I care about every dollar in 4J's budget supports quality and equal education for all students. During my campaign for the 4J School Board earlier this year, I engaged with families, educators, and community members who shared concerns about how limited resources are allocated especially toward student mental health supports, classroom resources, and teacher retention. The Budget Committee would allow me to continue that work in a focused way. I'm excited about collaborating with district staff and fellow committee members about spending with 4J's values and priorities.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Diversity, equity, and inclusion should guide the budgeting process. It's about who benefits and who may be left behind. 4J serves students from many backgrounds and experiences. The budget must reflect that there are barriers to learning, culturally responsive teaching, language access, and mental health supports that meet students where they are. Using an equity lens means asking "Is this program effective?", "Is it equitable?" and "Who might this decision unintentionally disadvantage?" Data, transparency, and community feedback ensure funding decisions advance fairness and opportunity for every student.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I bring a mix of professional, community, and lived experience. Working with the Oregon Department of Justice, I analyze financial data, interpret policy, and ensure compliance with state and federal regulations and statutes. These systems are designed to serve families equitably. I've also been on the Awbrey Park Elementary Site Council and collaborated with teachers and administrators on school improvement goals and resource priorities.

Running for the 4J School Board gave me a a new understanding of district operations, budgets, and community concerns. I'm analytical, collaborative, and dedicated to public service. I also bring a parent's perspective. My child attends 4J schools, so I see firsthand how district decisions affect students and families.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I've built relationships across the community and learned how important it is to make district processes transparent and accessible. I would actively engage with parents, teachers, and community members through listening sessions, school events, and online communication and aim to translate complex budget information into plain, understandable language so families can see how they connect to classroom realities.

A two-way communication bringing feedback from families and educators into committee discussions can help ensure the budget reflects both the district's goals and the community's lived experiences.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have experience working with financial documents and budgets in a public sector setting, manage complex child support accounts, verify income and assets, and ensure accurate financial calculations within state and intergovernmental systems. I routinely review audit reports, reconcile accounts, and interpret financial policies to reconcile compliance and fairness.

Full Name: John Mitchell

What is your connection to Eugene School District 4J? Taxpayer, three of my kids attended 4J K-12, grandchild attending 4j Elementary

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Looking at the funding through accurate enrollment numbers and financials, and examining the need for positions at the District office, I have years of experience managing budgets as the PR spokesperson at EWEB between 1987-2008.

I am most excited to look at unnecessary hiring, the need for administrators in the downtown office (why is there a “chief of staff” or 6 other assistant superintendents?)

Why are TOSAs around post Covid-funding receiving full teacher salaries/benefits while not supporting students, being in the classroom, etc.?

In the 1980s and 90s, there was one superintendent with two assistant superintendents. Currently, there are 7 to 9 assistant superintendent with clever titles and six figure incomes with full benefits.

And this is while the enrollment is less than it was in the 1980s and 90s.

So, what gives?

A deep examination of funding and how we’re spending it on admin in 4J is completely necessary for the budget committee.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Fiduciary responsibility is top priority if you want sustainability for the district. Cutting TOSAs who are making full-teacher salaries and benefits when Covid-money support is gone is necessary. I would like an examination of district level employees who are making full-time benefits and working from home or serving the downtown office.

Our fiduciary responsibilities towards classroom support, and building support.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I was the founding member of the EWEB childcare, and I served on the board for years.

Three of my children attended 4J from kindergarten to 12th grade, and I have grandchildren currently and the district.

I have years of experience, handling budgets and identifying necessary cuts that won't impact the education and support (and mission of 4J).

Budget Committee members serve as bridges between 4J and the community.

What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

Simple you provide ample opportunities for community members to have their voices heard through surveys and other digital opportunities.

The district could provide feedback responses with an opening and closing date, so that taxpayers and other stakeholders could provide input. The district would provide ample offer opportunity and advertising for parents, staff, and community stakeholders to provide electronic feedback.

The budget committee would be provided time to analyze the feedback, and then utilize feedback if necessary for a session meeting.

The budget committee doesn't have to make anything public until the final decisions are made with 4J Board.

Typically, budget committee meetings are closed session meetings, and then they typically report to the greater board for consideration or a work session.

While not required, please share any experience you have with finance, accounting, and/or budgets. I regularly had to plan budgets for the marketing and PR department at EWEB for 21 years.

Full Name: Kori Perpinan

What is your connection to Eugene School District 4J? Parent

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in serving on the Budget Committee because I value transparency, fairness, and thoughtful planning when it comes to managing community resources. I believe budgeting isn't just about numbers—it's about making sure resources are allocated in ways that reflect the needs and priorities of the people we serve.

What excites me most about the work is the opportunity to contribute to meaningful decision-making that has a real impact on our community. I'm particularly motivated by the chance to help ensure funds are distributed responsibly and in a way that supports both immediate needs and long-term sustainability.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Diversity, equity, and inclusion are vital to the Budget Committee's work because the budget shapes the opportunities available to all students. An equitable budget ensures resources are allocated to address barriers and provide support where it is most needed, so every student has a fair chance to succeed. Inclusion also means considering diverse perspectives to make balanced, community-centered decisions.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring a combination of lived experience, community involvement, and practical skills to the Budget Committee. As a parent and active community member, I understand the importance of ensuring resources reach students and families where they are most needed. I bring strong organizational and problem-solving skills, along with the ability to listen, collaborate, and approach decisions with fairness and transparency. Most importantly, I am committed to representing the community's diverse voices and helping make thoughtful, equitable financial decisions that serve all students.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I would bring community perspectives by listening to parents, staff, and neighbors and making sure their voices are represented in discussions. I would also share the committee's work in clear, approachable ways so people understand how budget decisions impact our schools. My goal is to build trust and foster two-way communication between 4J and the community.

While not required, please share any experience you have with finance, accounting, and/or budgets. While I do not have formal training in finance or

accounting, I have experience managing budgets in both personal and community settings. I am comfortable reviewing numbers, asking questions to ensure clarity, and making thoughtful decisions about how resources are allocated. I also bring strong organizational skills and the ability to approach financial decisions with fairness and accountability.

Full Name: Gallen Pierce-Lackey

What is your connection to Eugene School District 4J? Have two sons attending River Road Elementary

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? To give back and support a district that has enraged my children's lives. I am excited to help drive an equity-focused approach to how our district handles its budget.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? It's a crucial part. Equity is necessary, and our budget needs to reflect what helps kids of all races, backgrounds, financial backgrounds, etc.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? On top of my 10+ years of parenting, I've spent years working with middle and high school kids on staff with YoungLife, at various churches, and coaching hockey.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I believe transparency is the antidote to mistrust, so I'd be very open to communicating with the public, whether through KLCC, town hall meetings, etc.

While not required, please share any experience you have with finance, accounting, and/or budgets. As a business owner, I spent years running my own books, including budgeting, reconciling, and taxes.

Full Name: Scott Prior

What is your connection to Eugene School District 4J? My daughter goes to Twin Oaks

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Having a say in what is spent on our children, and how my tax money is spent.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I believe we need to focus on what will serve the children in our community best. Our children will hopefully build on our community in the future so investing in them is of the utmost importance to maintain a positive community for all. We need to spend our money wisely to produce the best humans we can for our community and allow them a chance to succeed in life.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I attended 4J schools K-12th grade. I volunteer regularly for Sleep in Heavenly Peace to provide quality beds to the youth throughout Lane County. I have maintained a full time job my entire adult life. I manage my own finances for myself and my family. I have communication skills and patience to work through problems and difficult conversations. I have had to make difficult financial decisions that impact the lives of those I love most.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I live in the community, I participate in community events, I understand the diverse range of demographics that make up our communities and schools attendees. I am good at listening and understanding people's needs and desires.

While not required, please share any experience you have with finance, accounting, and/or budgets. I manage my own finances. I understand the concept of not spending money that is not available. I have assisted in managing the financial wellbeing of a nonprofit I volunteer at.

Full Name: Tarah Pugh

What is your connection to Eugene School District 4J? My son is in kindergarten at Howard

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested in serving on the 4J Budget Committee because I care deeply about how our district allocates resources to best support students, teachers, and families. The budget reflects the district's values and priorities, and I want to help ensure those funds are used transparently and effectively to improve student learning and equity across all schools.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Diversity, equity, and inclusion should be more than guiding principles—they should be the lens through which every budget choice is made. The committee has a responsibility to consider how financial priorities affect students from different cultural, economic, and ability backgrounds. Thoughtful budgeting can help close opportunity gaps and ensure all families feel seen, supported, and represented in district decisions.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I work in the banking industry, where I've developed strong financial management, budgeting, and analytical skills. I understand the importance of transparency, accuracy, and accountability when managing funds. I'd bring that same attention to detail and fiscal responsibility to the committee, along with a community-minded perspective on how financial decisions affect families and students.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I would bring community perspectives to the Budget Committee by actively listening to families, staff, and community members about their priorities and concerns. I'd share accurate, accessible information about the committee's work and help explain how budgeting decisions connect to real impacts in schools. My goal would be to promote transparency and understanding between the district and the community.

While not required, please share any experience you have with finance, accounting, and/or budgets. In my role at a bank, I work closely with individuals and businesses to help them manage their finances responsibly. This experience has strengthened my understanding of budgeting, financial planning, and the importance of transparency. I'd bring that same care and attention to the district's financial decisions to help ensure funds are managed wisely and equitably.

Full Name: Andrea Ramsey

What is your connection to Eugene School District 4J? I am a parent with children enrolled in Eugene School District 4J schools. I had a senior graduate in 2025 and I currently have a sophomore enrolled at South Eugene High School. I also serve as a volunteer in youth sports and parent committees, which has given me a direct understanding of the challenges and opportunities within our district.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I want to get involved because I'm tired of simply observing and commenting from the sidelines — I want to be part of the solution. As a mother and community member, I care deeply about how our district allocates resources to meet student needs. What excites me most is the opportunity to bring the perspective of an engaged parent to budget discussions, ensuring that the district's financial decisions are not only sound but also supportive of families, teachers, and students in practical, real-life ways.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Budget decisions are not just about numbers — they reflect our community's values. Diversity, equity, and inclusion must guide the way resources are prioritized so that all students, regardless of background, have equal access to quality education and opportunities. That means looking at barriers faced by underrepresented students, listening to diverse voices, and ensuring the budget reflects fairness, accessibility, and support for every child in the district.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I bring the perspective of a parent, a small business owner, and a community volunteer. Professionally, I manage budgets, oversee staffing, and make strategic financial decisions for multiple businesses. Personally, I bring lived experience as a mother who understands firsthand the importance of schools as safe, supportive, and resourceful environments. I am also an active community participant, building partnerships and advocating for programs that benefit families.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I would bring community perspectives by listening intentionally to parents, teachers, and students in different schools and neighborhoods, and carrying those voices into budget conversations. I am comfortable communicating with diverse groups and sharing information in plain, clear language. I would also help share the work of the Budget Committee by engaging with families and community members through meetings, local groups, and parent networks, helping to make the process more transparent and approachable.

While not required, please share any experience you have with finance, accounting, and/or budgets. I have extensive experience in financial management as a business owner. I oversee budgets, payroll, and accounting for multiple enterprises, which requires balancing limited resources, planning for long-term sustainability, and making data-driven decisions. This background equips me with the skills to review, analyze, and ask the right questions about financial documents. I understand both the technical side of budgeting and the human side — how those numbers affect real people in the community.

Full Name: Emaline Rider

What is your connection to Eugene School District 4J? Children and alumni

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

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?
We are Native/ Native students registers tribal. Very invested in the community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? Ops manager for fintech, progressive female entrepreneur and pastor ethics with business sense

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I'm a female Native American pastor in a local progressive and inclusive denomination with a tech background. I cover many issues as a philanthropic humanitarian.

While not required, please share any experience you have with finance, accounting, and/or budgets. Ops and admin mgmt executive level ask for resume

Full Name: Jamie Rivas

What is your connection to Eugene School District 4J? parent, and spouse of teacher

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I'm interested to learn about the public school funding process. This would build on my professional experience with (state, federal, foundation, etc.) grant funding within higher education. Being exposed to the 4J budgeting process would enhance my overall knowledge and skills with stewarding public funds.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I believe 4J's values must be reflected in the budget. DEI is being threatened at the federal level so it's important that we do what we can to support DEI initiatives locally.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would contribute knowledge around budget planning and being a steward of public funds. I'm a research administrator at the University of Oregon where I prepare budgets that support research programs and provide budget projections to ensure laboratories don't experience funding cliffs or gaps.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I plan to bring a community perspective by taking an active role in my neighborhood school. My child just started kindergarten and I'm participating in the PTO. I know many families in the area with kids in different grades and 4J schools. My husband is also a teacher for 4J and I've met many of his colleagues. I plan to talk with this community about their perspectives on issues and priorities in the district. At the same time I will share how the budget committee is working to address those priorities or underlying challenges that are preventing them from being achieved.

While not required, please share any experience you have with finance, accounting, and/or budgets. I work with budgets daily. I develop budget proposals for 1-5 year research projects and conduct financial planning (spending projections) for a \$12M research portfolio. I am the Assistant Director for a team that supports approximately \$40-50M annually. I supervise and work closely with accounting staff.

Full Name: Dave Roth

What is your connection to Eugene School District 4J? I grew up in Eugene and attended 4J public schools from Kindergarten through 12th grade. I graduated from the IB program at Sheldon High School in 1997. Last year, my wife and I, along with our two daughters (aged 3 and 7) moved to Eugene from the Portland area so that our daughters could attend the Yujin-Gakuen Japanese Immersion program. Our oldest daughter is currently in 1st grade at YG. Additionally, my father is a retired 4J high school teacher and basketball coach.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? First and foremost, I'm interested in providing service to my community and to the 4J school district. I am excited to play a supporting role in taking on the unique and somewhat unprecedented budgetary and policy challenges faced by 4J in the coming months and years. I recognize that 4J staff and Board Members will need to make difficult financial decisions going forward and I would like to offer my time, knowledge, and experience to support this process.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? We know that difficult financial decisions will need to be made. The way in which these decisions are made must not come at the expense of families and students who are already underserved or otherwise marginalized through socio-economic status, demographic background, or simply because of the neighborhood in which they live. Applying a DEI lens to budgetary decision-making is critical in ensuring that cuts do not disproportionately impact already disadvantaged individuals and populations.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? My experience as a public sector employee leaves me well-suited to support 4J's budget process as a member of the 4J budget committee. I am accustomed to and experienced with annual budgeting processes and have supported developing public sector budgets in my current and past professional roles.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As a 4J parent, I regularly communicate and spend time with other student families. I would be happy to have conversations with 4J families regarding budgetary issues if that is a required or expected function of committee membership. I am also experienced with supporting development of official/other communications such as press releases and op-eds. I believe I represent a potentially new/different demographic of young professional families who have either recently, or are potentially planning on relocating to the Eugene-Springfield area for quality of life interests.

While not required, please share any experience you have with finance, accounting, and/or budgets. I currently oversee Lane Transit District's Planning budget and contribute to the annual development of LTD's Community Investment Plan (CIP) and to the LTD annual budget. I attend and provide staff support to LTD Budget Committee and LTD Board of Directors meetings. I am also deeply involved in preparing budgets for a range of federal and state competitive and discretionary grant programs.

Full Name: Bari Swartz

What is your connection to Eugene School District 4J? My son Zealand Swartz is 11 and at Kelly Middle School

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? This is a new phase for me... I am a building contractor working on budgets daily.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Working side by side with the Mexican Americans, Native Americans, and Regular White folks...i do not ever feel different than working with all types.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? My Son tells me that the Food is Cheap... not quality or not healthy for our young souls.

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

While not required, please share any experience you have with finance, accounting, and/or budgets. I have my own business...and for over 50 years I have worked with Budgets...not school budgets.

Full Name: Stephen Truebe

What is your connection to Eugene School District 4J?

Parent of two kids at Holt Elementary and one at Monroe Middle School

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? To see and help guide the 4J budget to best serve the kids and community. Getting to make a difference in my kids schooling

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

Helping to bring in various views on what financial needs are important based on different DEI circumstances.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I would bring experience from an engineering analytical and math mindset. Also, experience from family members being former school teachers, etc.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? By reaching out and hearing the needs of the community. Bringing these issues to the budget table.

While not required, please share any experience you have with finance, accounting, and/or budgets. I work on estimates and budgets with my job at the US Forest service

Full Name: Sara Victoria Lopez

What is your connection to Eugene School District 4J? I am a parent of a child that attends a 4J middle school. My child has been attending the 4J Eugene School District since Kindergarten.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am very much interested in serving on the Budget Committee for the Eugene School District 4J because I hope that I can be a voice on behalf of other parents like me and affect change. I hope with learning about the Budget Committee process, I can understand the how's and why's for certain decisions and hope that my point of view is shared and taken into consideration.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I appreciate that the Eugene School District values diversity, equity, and inclusion and I hope that is more than just a sentence but seen and felt throughout the 4J Eugene school district. I see diversity, equity, and inclusion as playing a significant role in the Budget Committee's work due to the growing population of Eugene. The diverse cultural and educational changes need to be addressed and accommodated accordingly. The need for equity throughout the educational system is very important to me. Being inclusive of ALL has to be central to the Budget Committee's work. Not all children learn the same way or go through their educational journey the same. A cookie cut budget approach is not going to work.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? Some of the attributes that I would bring to the Budget Committee, if appointed include previous work with children and families (mostly Spanish speaking), extensive volunteer work and live experience as a mother to a child on an IEP.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I would bring community perspective to the Budget Committee due to the simple fact that I am a member of the community and one that sometimes has not had as big a voice. I would share the work of the Budget Committee with the community via social media or other community resources.

While not required, please share any experience you have with finance, accounting, and/or budgets. None other than a personal home budget.

Full Name: David Wagner

What is your connection to Eugene School District 4J? I am a parent of four 4J students (three current and one former), the spouse of a 4J elementary teacher, and an occasional school volunteer. I also attended 4J schools for all of my K-12 education.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in engaging with the community to fund robust, equitable, and sustainable education. I believe that our district is able to provide high-quality, vital resources for children and families across the region.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? Equity is a fundamental aspect of any community or large-scale budgeting process, and must be taken seriously - it's the true balance point of a budget. Diversity and inclusion are necessities for growth and good service, and need to be emphasized and celebrated in the service of equity.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I am approaching five decades of life in Eugene, and I have watched (and lived) the devastating effects of Measure 5 on public education. I have worked both peripherally and directly for the University of Oregon for most of my adult life. I am deeply connected to our whole community, and I am very aware of the cultural disconnects that exist across the district. My wife is a teacher, and we have long and in-depth conversations about the way that school funding affects the lives of kids, families, teachers, staff, and our community as a whole.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I am most excited to find ways to talk to our larger community about school funding, both to identify needs and concerns, and to provide insight into the benefits of funding public education. I believe that there are bridges to be built around our area that can both help the district better serve the region, and help community members feel the direct benefits of proper funding.

While not required, please share any experience you have with finance, accounting, and/or budgets. For about eight years, I was an advisor on a nearly \$1M annual program budget that served thousands of UO students. Within that, I approved purchasing of materials, hiring, and a variety of ongoing service fees. I enjoy budget forecasting and cost-benefit analysis.

Full Name: Joseph Waltasti

What is your connection to Eugene School District 4J? Daughter at Gilham

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? This is a difficult period of budget cuts and shortfalls, I feel compelled to help where I can

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?
At the highest level it means fairness, providing as much good as possible for the most amount of students

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I have been a part of difficult budget driven decisions and can keep a level head during emotional discussions

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?
With a background working both at UO and at PeaceHealth, I've built connections with many at the two largest employers in Lane County. I am also active with Eugene/Springfield non-profit organizations.

While not required, please share any experience you have with finance, accounting, and/or budgets. I currently co-manage a multi-million dollar department budget

Full Name: Lorin Williams

What is your connection to Eugene School District 4J? My children are students at 4J and my husband is an employee.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? Serving the district my children attend would be an honor, I am a risk manager for schools in Oregon and bring a unique perspective through insurance and risk knowledge and experience.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? I hold a Diversity, Equity, and Inclusion (DEI) certification from Cornell University, and as a parent of bi-racial children who attend schools in the district, I understand firsthand the importance of inclusive decision-making. It is imperative that budget decisions are made through a lens of equity, ensuring that students and staff of all backgrounds, cultures, and abilities are thoughtfully considered and supported. A truly effective budget must reflect the diverse needs of our entire school community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I currently serve on the Oregon School Safety Officers Association board, where I collaborate with education and safety professionals across the state. Through my career in insurance and risk management, I have developed a deep understanding of how school districts operate, manage budgets, and prioritize safety and sustainability. This role has allowed me to work closely with multiple districts across Oregon, giving me a broad perspective on the challenges and best practices in school governance.

As a lifelong resident of both the state of Oregon and the city of Eugene, I have a strong personal investment in the well-being of our community. I am also a parent raising children in this community, which gives me a direct, lived experience with the educational system and a clear understanding of how budget decisions impact students, families, and schools on a daily basis.

I would bring a unique blend of professional expertise, community connection, and long-term perspective to the budget committee. My goal is to support fiscally responsible decisions that reflect the values and needs of our diverse community while ensuring the continued success and safety of our schools.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? As a long-time Eugene resident, parent, and community member, I recognize the importance of transparency and two-way communication between the district and the community it serves. If appointed to the Budget Committee, I would bring community perspectives to the table by actively listening to families, educators, and local organizations both formally and informally. Through my professional work in insurance

and risk management with school districts across Oregon, I've built relationships that help me understand a wide range of concerns and priorities affecting public education. Ultimately, I see this role as an opportunity to help make complex budget issues more understandable and to ensure that community voices are reflected in the decisions that affect our students and schools.

While not required, please share any experience you have with finance, accounting, and/or budgets. In my current role as an insurance agent and risk manager for school districts across Oregon, I work closely with school administrators and business officials on a range of financial matters. I have attended numerous budget symposiums through OASBO (Oregon Association of School Business Officials) and COSA, which have deepened my understanding of school finance systems. I also assist districts with budget-related projects, including annual premium allocations and long-term risk planning, giving me practical, hands-on experience with the budgeting process in an educational setting.

Full Name: Kyle Wilson

What is your connection to Eugene School District 4J? 3 children currently in the district at River Road Elementary and 1 more in preschool that will enter in a few years.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? I am interested in working to ensure the school district can support the students in the best way possible.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? A critical role of the committee should be to ensure equitable and inclusive outcomes for all of the students in the district. That work necessitates perspectives from a variety of people and experiences.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? I am a PhD economist who works for a national laboratory. My experience and skills naturally lend themselves to the analysis of money and budgets with a proclivity for technical detail and mathematical precision.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? I am a member of the cEugene community and the community of 4J parents and would share the perspectives of the many people I interact with regularly. I am also comfortable doing public speaking that may be necessary to disseminate the work to the general public

While not required, please share any experience you have with finance, accounting, and/or budgets. I work as an energy economist who regularly runs financial and cost effectiveness models.



BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: _____ Ballot Round # _____

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

CANDIDATES			
PLEASE CHOOSE 6			
Christopher Ashton		Adam Jordan	
Martha Baldwin		Ryan Kossol	
Sara Barnes		Kearstin Krehbiel	
Karen Blikstad		Danny McDiarmid	
Dakota Boulette		John Mitchell	
Sabrina Carman		Kori Perpinan	
Dr. Rochelle Coles		Gallen Pierce-Lackey	
Julie Coren		Scott Prior	
Stacy Dervin		Tarah Pugh	
Chanda Diekotto		Andrea Ramsey	
Patrick Driggett		Emaline Rider	
Brian Edward Nessler		Jamie Rivas	
Dan Fagan		Dave Roth	
Keith Frazee		Bari Swartz	
Molly Gillett		Stephen Truebe	
Sarah Hagen		Sara Victoria Lopez	
Chase Helms		David Wagner	
Charles Hoffman		Joseph Waltasti	
Agametochukwu Iheanyi-Igwe		Lorin Williams	
Rene Israel Jaramillo		Kyle Wilson	

	Tom	Ericka	Maya	Judy	Jenny	Morgan	Rick	Total
Molly Gillet								0
Stacy Dervin								0
Jamie Rivas								0
Andrea Ramsey								0
Scott Prior								0
Karen Blikstad								0
John Mitchell								0
Danny McDiarmid								0
Chanda Diekotto								0
Sara Barnes								0
Agam. Ihean.								0
Sarah Hagen								0
Lorin Williams								0
Dave Roth								0
Kearstin Krehbiel								0
Chase Helms								0
Dakota Boulette								0
Christopher Ashton								0
Tarah Pugh								0
Kori Perpnan								0
Adam Jordan								0
Ryan Kossol								0
Bari Swartz								0
Rene Jaramillo								0
David Wagner								0
Brian Nessler								0
Sara Lopez								0
Julie Coren								0
Emaline Rider								0
Stephen Truebe								0
Rochelle Coles								0
Gallen Pierce-Lackay								0
Sabrina Carman								0
Patrick Driggett								0
Joseph Waltasti								0
Charles Hoffman								0
Keith Frazee								0
Martha Baldwin								0
Kyle Wilson								0
Dan Fagan								0



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting

October 22, 2025

Title

Consider Proposed Revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements

Presenter

Christine Nesbit, General Counsel

Background

Policies GBNAA/JHFF and JHFF/GBNAA are the district’s policies prohibiting suspected sexual conduct with students and governing investigations, procedures and disclosures when reports are received. These policies are required by Oregon law which contains a number of detailed requirements. Revisions to policies GBNAA/JHFF and JHFF/GBNAA are necessary or advisable for a few reasons, including a change in state law.

Policies GBNAA/JHFF and JHFF/GBNAA prohibit staff, contractors, agents and volunteers from engaging in sexual conduct with students. They currently define the term “student” as meaning a person in pre-K through grade 12, or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left the school or graduated from high school within *90 days* prior to the sexual conduct.

In 2024, the law expanded the definition of “student” to encompass students who graduated or left school within *one calendar year* prior to the sexual conduct. By extending the time in which someone is considered a “student,” a greater number of recent graduates or recently departed students stand to be protected from sexual conduct by school employees, contractors and volunteers. The proposed policy revisions update the definition of “student” to mirror that in the law.

Policy revisions are also recommended for the following three purposes:

1. Currently, these policies require employees and volunteers to report suspected sexual conduct but do not impose that same obligation on contractors who provide services in a manner that require them to have direct unsupervised contact with students. While not required by law, it is a policy option to impose that same obligation on these contractors, and the superintendent is recommending this. Because contractors who have direct unsupervised contact with students may be in a good position to learn and report about suspected sexual conduct, requiring them to do so as a matter of policy supports the district’s efforts as a system to prevent and address sexual conduct with students. Page 2 of the policies reflect this recommended change.

2. The policies must address electronic communications with students by contractors, agents and volunteers. The superintendent recommends changes to the electronic communications portion of the policy (see page 3) to make the electronic communications rules more nuanced. Specifically, current district policy prohibits all contractors, agents and volunteers from making electronic communications without the knowledge of parents or guardians. In practice, this level of prohibition is unworkable. A better, and safe approach, is to ensure that these communications are directed to a group of students rather than individuals or are as directed by administration. The proposed changes at page 3 reflect this.

3. Staff recommend that a sentence in paragraph one of the policy be placed in the footnote. This is a minor, non-substantive edit.

Policy JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements * was last updated in 2010.

Code: JHFF/GBNAA
Adopted: 9/01/10;
Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25

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 JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements and GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent will recommend approval of revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements at a future meeting.

Eugene School District 4J

Code: GBNAA/JHFF
Adopted: 9/01/10
Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25
Orig: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, **and** volunteers, **and students**⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.⁵

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, **contractor** or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the student's building principal, and to designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. The designated licensed administrator for all 4J schools is the Human Resources Director, and the alternate designated licensed administrator is the Title IX Coordinator. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer for making the report.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. ~~The district prohibits contractors, agents, and volunteers from making electronic communications without the knowledge of parents/guardian.~~ When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Except as permitted above, texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

Policy GBN/JBA strictly prohibits sexual harassment in all of its programs and activities, including harassment of students by staff, volunteers, contractors and other students. As applicable, board policy GBN/JBA - Sexual Harassment will be followed in addition to the terms of this policy. Any suspected child abuse, including sexual abuse and sexual exploitation, shall be immediately reported to DHS or law enforcement and the district's designated licensed administrator as provided in policy GBNAB/JHFE - Reporting Suspected Abuse of a Child.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2126 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

Eugene School District 4J

Code: JHFF/ GBNAA
Adopted: 9/01/10
Revised/Readopted: 11/28/18; 1/15/20; 12/15/21; 11/XX/25
Orig: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements *

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“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.⁵

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, **contractor** or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the student's building principal, and to designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. The designated licensed administrator for all 4J schools is the Human Resources Director, and the alternate designated licensed administrator is the Title IX Coordinator. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer for making the report.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. ~~The district prohibits contractors, agents, and volunteers from making electronic communications without the knowledge of parents/guardian.~~ When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Except as permitted above, texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

Policy GBN/JBA strictly prohibits sexual harassment in all of its programs and activities, including harassment of students by staff, volunteers, contractors and other students. As applicable, board policy GBN/JBA - Sexual Harassment will be followed in addition to the terms of this policy. Any suspected child abuse, including sexual abuse and sexual exploitation, shall be immediately reported to DHS or law enforcement and the district's designated licensed administrator as provided in policy GBNAB/JHFE - Reporting Suspected Abuse of a Child.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2126 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).