

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, November 19, 2025

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

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

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

**6:00 PM
Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Public Comment
Up to five (5) community members are invited to speak focused on a consent, action, future action, or information agenda topic below. Individual speakers are limited to 3 minutes and cannot give their time to another speaker.
Speakers may offer objective comments or criticism about the meeting agenda topics listed below.
- V. Comments by Employee Groups
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
EEA (Eugene Education Association)
OSEA (Oregon School Employees Association)
MAPS (Managers, Administrators, Professionals & Supervisors)
- VI. **Consent Group — Items for Action**
 - 1. Approve the draft board meeting minutes for: 3
November 5, 2025 – Board Meeting
 - 2. Approve Routine Personnel Actions 14
Presenter: Brooke Wagner, Assistant Superintendent for Administrative Services
- VII. **Items for Information**

1.	Receive an update from the Center for Applied Learning and Community Impact Presenter: Ed Mendelsohn, College and Career Readiness Administrator	15
2.	Receive an update on District Literacy Initiatives Presenter: Erin Gaston, Curriculum Administrator	61
3.	Receive a Report on the Systemwide Voices Engagement Results: Input from Staff, Families and Community on 2026-27 Budget Priorities Presenter: Carmen Xiomara Urbina, Chief of Staff	75
4.	Receive Monthly Finance Report Presenter: Matt Brown, Director of Finance	128
5.	Review Board Policy DI-Financial Management Policies and discuss the district's reserve fund Presenters: Miriam Mickelson, Superintendent and Matt Brown, Director of Finance	135
VIII.	Items for Action	
1.	Vote in Oregon School Board Association (OSBA) Elections Presenter: Tom Di Liberto, Board Chair	147
IX.	Items for Action at a Future Meeting	
1.	Consider Proposed Revisions to Policy AC–Nondiscrimination Presenter: Christine Nesbit, General Counsel	153
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:
November 19, 2025

Title:
Approve the DRAFT Board Meeting Minutes for:

- November 5, 2025 Board Meeting

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

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

Date: November 5, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 31, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Jill Cuadros, Director of Nutrition Services
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Oscar Loureiro, Director of Research and Planning
Kelly McIver, Communications Director
Ryan Spain, Director of Facilities
Brooke Wagner, Assistant Superintendent for Administrative Services (Virtual)
Teresa Martindale, Principal of Family School
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Autumn Thessen, Early College and Career Options (ECCO)
Elaina (Dallas) Radspinner, Early College and Career Options (ECCO)
Kathryn Hehman, International High School (IHS) at South Eugene High School

Lizabeth Margia Vargas, North Eugene High School
Josiah Mckinley, North Eugene High School
Kaleia Davis, Sheldon High School
Isumi Goodall, Sheldon High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Lovely Young-Page, Eugene Online Academy (EOA)
Arnav Sivanandan, Eugene Online Academy (EOA)

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Jamie Meyers, Eugene Education Association (EEA) President
Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS)

MEDIA:

KRVM
Lookout Eugene-Springfield

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

Chair Di Liberto called the regular meeting to order at 6:01 p.m. He conducted roll call and read a land acknowledgment statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto reported rotating Board of Director (BOD) attendance at community budget forums at Churchill, North Eugene, Sheldon, and South Eugene high schools. He announced the Eugene Education Foundation (EEF) Gala, happening on April 2, 2026, and said that EEF is redoubling their fundraiser efforts.

He reported Board member presence at the Twin Oaks Harvest Festival, Sheldon High School, Awbrey Park Elementary School, and Edison Elementary School. Additionally, Board members met with McKinney-Vento staff and attended the Asian American and Pacific Islander Safety Public Safety Forum held on October 23, 2025.

In response to recent reports of United States Immigration and Customs Enforcement (ICE) activity in Oregon, Chair Di Liberto reaffirmed Eugene School District 4J's commitment to ensuring the safety and support of every student. He stated that 4J does not enforce federal immigration laws and will not share personal or family information with ICE without a judge's signed court order.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Mickelson reported that the district has finalized the transition plan for moving the Yujin Gakuen (YG) Japanese Language Immersion Program to the South Eugene region. She said the 2025-2026 sixth grade cohort at Kelly Middle School will be the final group to complete the Japanese language immersion program pathway at North Eugene High School. She said they will remain at Kelly and graduate at North. She said this year's YG fifth grade students will be the first cohort to attend Spencer Butte Middle School and complete their entire pathway in the south region.

Superintendent Mickelson shared that a 4J budget thought-exchange closed on November 2, 2025. She will present a report at the November 19, 2025 work session. She reported that there were nearly 1400 participants in the thought-exchange.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Sheridan Schilling, Churchill High School, provided a written report, read aloud by Chair Di Liberto. She mentioned student interest in the new cellphone policy, including storage logistics and potential impacts on classroom time. She described Leadership activities to boost student and teacher morale. Ms. Schilling said the College and Career Center is hosting a FAFSA and Scholarship Night on November 5. She promoted their play Radium Girls, debuting on November 6, and reported on the success of fall sports.

Autumn Thessen, Early College and Career Options (ECCO), provided information about their school, noting that they are an alternative high school, and many of their students have diverse and marginalized backgrounds. She said with their previous schedule, attendance and participation rates were low. This year, now that they implemented a new schedule, participation and productivity have increased. Regarding the cellphone policy, Ms. Thessen referenced a letter sent to the BOD.

Kathryn Hehman, International High School (IHS) at South Eugene High School, provided background information about IHS – a program that operates as a school within a school. She said the district has 3 participating campuses: Churchill High School, Sheldon High School, and South Eugene High School. IHS hosts Spanish and French immersion programs, and now, a Chinese immersion program. She described schedule changes accompanying the new Chinese immersion program. She reported concerns about students needing to choose between IHS and immersion programs, and mentioned an additional concern related to the IB program. She said IB administrators are ready to work with the district to fix the issue.

Lizbeth Vargas, North Eugene High School, reported on the success of clubs and affinity groups. She said the Key Club started meeting in the library because they needed more space. She said student leaders are planning a Unity campaign to help improve school culture after reports of racial and ableist charged speech. She mentioned poor attendance

linked to 90-minute periods. She announced the Black Student Union's Ruby Bridges walk on November 14 and reported on choir and sports.

Kaleia Davis, Sheldon High School, reported on fall sports. She said their Principal Advisory Committee held their first meeting. Affinity groups have noted attendance being a challenge due to lunchtime scheduling and the inability for clubs to provide food without paying out-of-pocket. She said the Disability and Divergent Alliance raised concerns about strobe lights at the Homecoming dance. The Gender and Sexuality Alliance reported vandalism of posters. In closing, she reported unresolved issues with the Arts page on the Sheldon website, and concerns about the new cell phone policy impacting students in band who rely on cell phones to tune their instruments.

Cora Ludwig, South Eugene High School, reported on a Principal Advisory Committee discussion about the new cell phone policy. She mentioned the need for students to communicate and coordinate with siblings. She said school office phones are not a practical solution due to volume. Ms. Ludwig noted students' concerns that harsher restrictions could result in more conflict between teachers and students. She suggested the new policy creates a safety issue for students who go off campus at lunchtime. She recommended a policy requiring students to keep their cell phones off and away in their backpacks or lockers bell-to-bell.

VI. ITEMS RAISED BY THE AUDIENCE

Shawna Smith, Live, Grow, Share Supervisor, provided comments about districtwide mental health support. She explained that Live, Grow, Share has partnered with 4J to provide trauma-informed therapy and skill building. She shared concerns that 4J's lack of deescalation training and mental health support have left staff unsupported and students unsafe. She challenged an October 14, 2025 decision by 4J's Administrator for Prevention and Mental Health Services to terminate all Live, Grow, Share services districtwide, citing therapeutic abandonment and the need for continuity of care. She mentioned ORS 675.020 and asserted that the action was unlawful and unethical. Ms. Smith said multiple requests for an explanation have been met with no response.

Members of the Emerald Empire Kiwanis Club described the positive outcomes resulting from a partnership between Kiwanis and El Camino del Rio/River Road Elementary School, including contributions of time, supplies, funding, and the purchase of a book vending machine. Furthermore, their club submitted a grant to the Pacific Northwest Kiwanis Foundation and was awarded \$2,500. They presented the award to El Camino del Rio for the purchase of library and vending machine books.

Ashley Teeters, Live, Grow, Share Co-Founder, advocated for access to mental health supports districtwide. She highlighted the services that Live, Grow, Share provides and emphasized student need. She requested a meeting with the BOD.

Aiden Brahn-Perrot, Live, Grow, Share Program Manager, reiterated comments from her colleagues related to access to mental health supports districtwide. She pointed out that the services provided by Live, Grow, Share are cost-free and available to students with Oregon Health Plan (OHP). She provided statistics and scenarios to underscore her point.

Laurie Moses, Merri Steele, Paul Duchin, and Beth Gerot, thanked the BOD for joining the federal lawsuit concerning the Department of Education's (DOE) Dear Colleague letter and certification requirements related to Diversity, Equity, and Inclusion (DEI).

Ashley Potter, 4J parent and volunteer, provided comments about Family School amidst uncertainty due to budgetary constraints. She described educators at Family School supporting her son, offering wrap-around support, and fostering a close-knit community. She urged the BOD to protect Family School.

Danya Ariel-Boggs, 4J parent, spoke about his long history of positive experiences with Family School. He noted that many students, including his child, attend from out-of-district. He said it is important to have an alternative to home schooling and highlighted a risk of losing revenue if a program like Family School is cut.

Erica Walla, 4J parent, advocated for more family engagement, including more access to students' curricula plans and opportunities for meaningful conversations and influence, citing state standards.

VII. COMMENTS BY EMPLOYEE GROUPS

Jamie Meyers, Eugene Education Association (EEA) President, shared concern about the impact of potential budget cuts. She said they appreciate open and early communication about the budget process, including providing opportunities for input. She said over 1400 ideas were posted by staff and community members. She shared common themes, such as keeping budget cuts far away from students and working to maintain class size and program offerings. She pointed out some areas for improvement regarding the thought-exchange, citing potential harm and stress for certain employee groups. She recommended creating an intentional space for staff to reflect, highlighting mental health and wellness support, and celebrating staff contributions. She mentioned that an EEA Benefits Liaison will soon offer their support and collaboration.

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) President, provided comments in the context of budgetary constraints, acknowledging the reported \$30 million reduction. He said he remains hopeful. He described the role of MAPS employees, and said when leadership remains steady, schools build momentum. He cautioned against moving and shifting administrators and urged the BOD to avoid destabilizing schools and center humanity of MAPS employees.

VIII. CONSENT GROUP – ITEMS FOR ACTION

**1. APPROVE THE DRAFT MEETING MINUTES FOR: OCTOBER 8, 2025
REGULAR MEETING AND OCTOBER 22, 2025 WORK SESSION**

There was no discussion.

2. APPROVE BOND PROJECT – ADAM’S HVAC IMPROVEMENTS DESIGN

There was no discussion.

**3. APPROVE BOND PROJECT – MULTI-SITE HVAC IMPROVEMENTS
DESIGN**

There was no discussion.

**4. APPROVE SOUTH EUGENE HIGH SCHOOL – REAL PROPERTY /
WASTEWATER PIPING**

There was no discussion.

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

Ms. Jonak was not present at the time of the motion.

IX. ITEMS FOR INFORMATION

1. RECEIVE AN UPDATE FROM FAMILY SCHOOL

Family School Principal Teresa Martindale provided an update alongside a gallery of photographs displayed on PowerPoint. She said that Family School is one of the oldest choice schools in the district. She provided background information and gave a sense of school culture. She said both the student body and educators represent a largely diverse and neurodiverse population, and that Family School is a model for inclusion.

Ms. Martindale provided the following statistics:

- 30% of students are from out of district
- 29% of students have IEPs or 504s
- 15% are neurodivergent but without formal plans
- 25-35% would seek charter or homeschooling if Family School did not exist
- Tied for the 3rd highest needs index among district elementary schools

Following Ms. Martindale’s presentation, Family School parents and educators provided passionate personal stories about their positive experiences at Family School. They urged the BOD to not cut Family School in light of budgetary constraints. They encouraged working together to find a solution.

Mr. Hamilton asked what enrollment numbers are.

Staff responded that enrollment is currently 111 students.

Ms. Jonak inquired about class sizes. She asked if Family School were to move locations and their class sizes increased, if it would impact their model and student population.

Ms. Martindale responded that their largest class has 22 students and their smallest class has 16 students. She said they have been able to more with less by leaning into Multi-Tiered Systems of Support (MTSS). She said even with higher numbers they could still serve students with their current model. She cited robust parent volunteer support.

Ms. Newman asked how much additional support their school receives for students on IEPs.

Ms. Martindale responded that they have a seven-hour Educational Assistant for SPED and a BBSA.

Ms. Rabasa validated the testimonies provided by members of Family School.

In closing, Ms. Martindale noted that the community has expressed a desire for Family School to continue through the eighth grade. She said it would likely increase enrollment.

2. BUDGET COMMITTEE FINALIST PRESENTATIONS

Vice Chair Di Liberto engaged Budget Committee finalists in 5-minute presentations. He noted that while there were originally six finalists, one finalist withdrew their application.

Chanda Diekotto provided personal background information, including that she is a graduate student in Public Administration and Nonprofit Management at the University of Oregon. In partnership with the UO law school, she said they have been working with districts across Oregon who are facing budgetary challenges. She highlighted additional experience as a K-8 educator. If selected for the Budget Committee, Ms. Diekotto said she would be an advocate for students and focus on their responsibility to taxpayers.

Dakota Boulette described his previous role on the Budget Committee, including serving as Chair for the past two years. Other experience includes serving as Treasurer for the Democratic Party of Oregon Stonewall Caucus. He shared personal experience contributing to his qualifications on the Budget Committee.

Keith Frazee provided a statement relating to his interest in serving on a Budget Committee. He provided background information illustrating his passion for public schools and his role as an educator. He listed the challenges the district is facing, demonstrating his knowledge on the topic. Mr. Frazee's credentials include earning a PhD in Educational Administration, instructing at the UO College of Education, and serving as UO's Associate Vice President for Communications. He is also a Eugene Education Foundation (EEF) board member.

Sarah Hagan provided professional background information, including a PhD in Mathematics, a master's in mathematics for Teaching, and a background in education and

business finance. She has served on the Oregon Community Credit Union Board and is the current Treasurer for the Adam's Community Group. She articulated an understanding of past and current 4J budgetary decisions and priorities. She suggested prioritizing programs with proven effectiveness and focusing on the fundamental mission of public schools.

Stacy Dervin described personal experience that contributes to her understanding of making difficult decisions, like budgetary decisions. She described her unique skills, including finding creative solutions, a deep sense of responsibility, a strong sense of justice, a focus on equity and inclusion, and thriving under pressure. Ms. Dervin's relevant professional experience includes serving as the Director of Investments for the UO Foundation.

3. RECEIVE THE EDUCATIONAL EQUITY ADVISORY COMMITTEE NOMINATION FOR BUDGET COMMITTEE

Finance Director Matt Brown provided relevant background information. He announced that Eric Richardson was nominated to continue serving as the Educational Equity Advisory Committee (EEAC) Budget Committee member.

X. ITEMS FOR ACTION

1. BUDGET COMMITTEE SELECTION PROCESS

Mr. Brown engaged the BOD in the Budget Committee selection process. Each Board member selected their preferred candidate and staff tallied the vote: Directors Di Liberto, Thessen, Rabasa and Newman selected candidate Dakota Boulette; Director Jonak selected candidate Stacy Dervin; Director Munro selected candidate Keith Frazee and Director Hamilton selected candidate Sarah Hagen.

MOTION: Vice Chair Thessen moved to appoint Eric Richardson and Dakota Boulette to the Budget Committee. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE REVISIONS TO POLICIES GBNAA/JHFF AND JHFF/GBNAA – SUSPECTED SEXUAL CONDUCT WITH STUDENTS REPORTING REQUIREMENTS

General Counsel Christine Nesbit recommended approving revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students Reporting Requirements.

MOTION: Vice Chair Thessen moved to approve revisions to Policies GBNAA/JHFF and JHFF/GBNAA – Suspected Sexual Conduct with Students Reporting Requirements. Ms. Jonak seconded. **The motion passed unanimously,**

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

3. APPROVE RESOLUTION 2025-26-05 DIRECTING THE DEVELOPMENT OF A SUSTAINABLE BUDGET

Superintendent Mickelson acknowledged the difficult budgetary challenges, citing the scope of reductions. She reiterated her commitment to navigating with care, compassion, and transparent communications. She said she is grateful for educators, families, and community members. She said her job is to present the Budget Committee and BOD with a balanced budget for next school year.

Superintendent Mickelson recommended approval of Resolution 2025-26-05 – Directing the Development of a Sustainable Budget. The resolution formalizes information about the budget reduction timeline and demonstrates a commitment to transparency. She acknowledged the continued stress that accompanies discussing the budget.

She highlighted the following Key Budget Questions:

- What must we protect or preserve?
- What can we preserve but scale back?
- What are the trade-offs?
- What can we pause until financial conditions improve?
- What can we de-implement?

She highlighted the following Guiding Questions:

- Alignment
- Student Impact
- Equity and Access
- Sustainability
- Focus and Efficiency
- Community Voice
- CBA/Legal/Fairness

Superintendent Mickelson received comments from the BOD, specifically from Ms. Munro and Ms. Rabasa, who expressed appreciation with Superintendent Mickelson's approach to the budget.

MOTION: Vice Chair Thessen moved to approve Resolution 2025-26-05 Directing the Development of a Sustainable Budget. Ms. Rabasa seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. EUGENE SCHOOL DISTRICT 4J BOARD OF DIRECTORS VOTE ON OREGON SCHOOL BOARD ASSOCIATION (OSBA) ELECTIONS

Chair Di Liberto engaged the BOD in a review of Oregon School Board Association (OSBA) elections. He explained the rules of engagement and provided the names of the candidates. He said the election itself will take place on Wednesday, November 19, 2025.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Rabasa suggested that the Legislative Committee schedule their initial meeting.

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

Related to the budget, Ms. Rabasa requested a discussion about the 4J reserve minimum.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 8:46 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

Minutes Recorded by Terah Van Dusen, LCOG



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting:

November 19, 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
172501	1.0
172726	1.0
172730	1.0
167355	0.225
172713	0.8
172718	1.0
160850	1.0
124293	1.0
135618	1.0
172707	1.0

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

None.

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

Employee ID	Reason	Effective Date
172013	Resignation	10/31/2025
166763	Resignation	12/12/2025
171973	Resignation	12/12/2025
164893	Retirement	01/01/2026



ITEM FOR INFORMATION

Date of Meeting:

November 19, 2025

Title:

Receive an update from The Center for Applied Learning and Community Impact (CALCI)

Presenters:

Ed Mendelsohn, College and Career Readiness Administrator
Andy Hock, Project Based Learning & Community Outreach Specialist

Background:

The Center for Applied Learning and Community Impact (CALCI) is Eugene School District 4J's districtwide hub for hands-on, career-connected learning. Serving students from every high school, CALCI expands access to high-quality Career & Technical Education by coordinating four regional CTE programs, with the 17 building-based pathways across the district. This coordinated model gives every 11th and 12th grader the opportunity to explore real careers, earn academic and elective credit, and engage in meaningful, community-embedded projects regardless of their home school. Through shared transportation, unified scheduling, and strong partnerships with more than 50 industry and nonprofit organizations, CALCI ensures that opportunities once available to a few are now accessible to all.

Beyond the classroom, CALCI plays a critical role in aligning education with regional workforce needs and preparing students for life after graduation. Students work on real projects—such as building transitional housing, creating adaptive technologies, designing community murals, and supporting local schools—that strengthen their technical skills, creativity, and sense of purpose. This districtwide coordination has already increased the number of students completing advanced CTE programs and has generated grants and donations to support learning experiences. CALCI helps 4J students build the confidence, skills, and professional networks they need to thrive in the world of work, while strengthening the district's connection to the broader Eugene community.



Churchill:
Engineering
Health OCC
Rachel Carson
Graphic Design

**6 teachers
5 FTE**

**North
Eugene:**
Early Childhood
Manufacturing
Graphic Design
Computer Science
Culinary

**8 Teachers
4.72 FTE**

Sheldon:
Forestry
Computer Science
Business

**4 Teachers
3.5 FTE**

**South
Eugene:**
Graphic Design
Journalism
Computer Science
Culinary
Early Childhood

**6 Teachers
5.1 FTE**

CALCI:
Future Build
HumaniTech
Creative Current
EmpowerED

**10 Teachers
10 FTE**

CTE in 4J - 21 Programs, 28.32 FTE,
33 Teachers over 3,000 Students

13

Don't graduate

27

Don't go to college

28

Don't finish college with a degree

16

Earn a degree but don't find work in their field of study

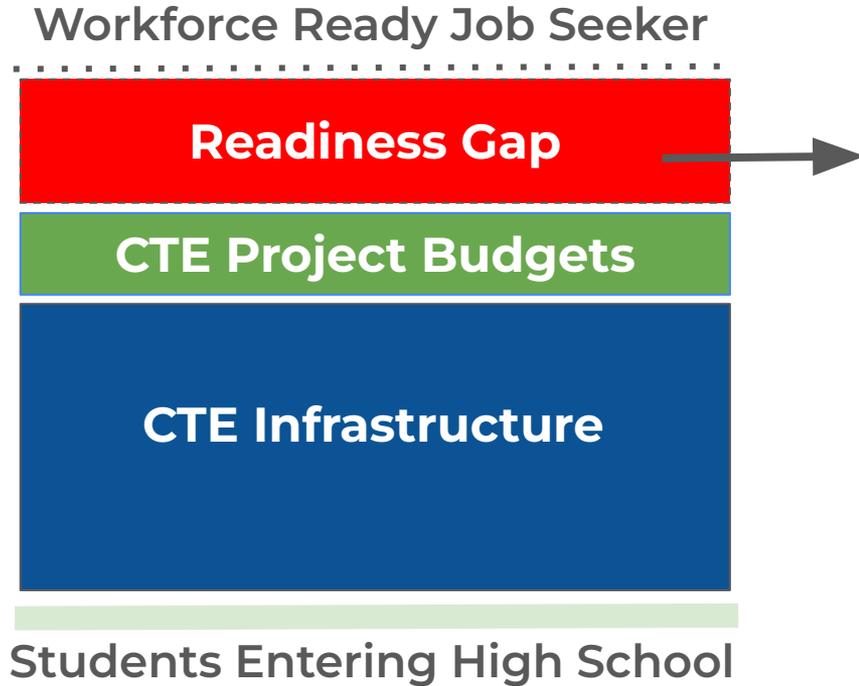
16

Earn a college degree and work in their field of study

18

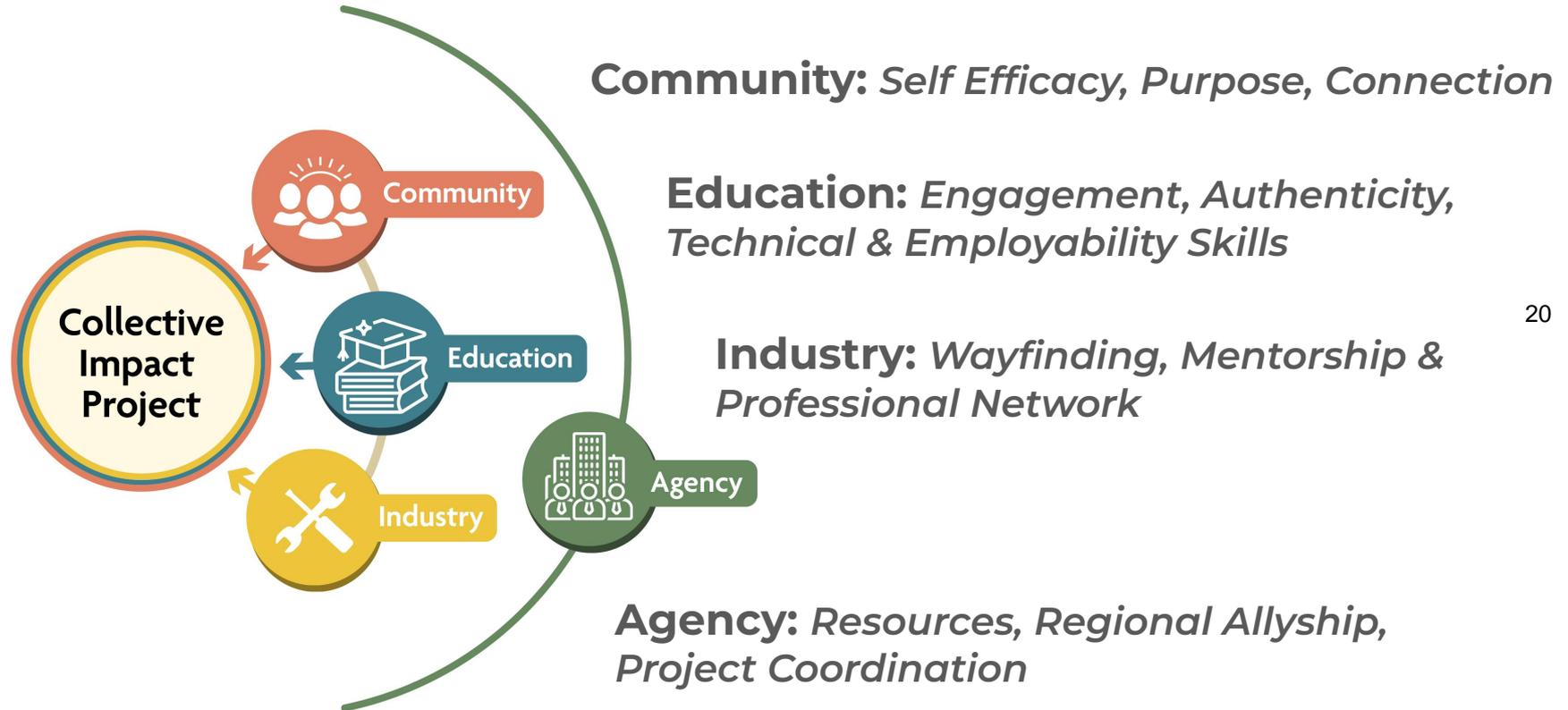
The Purpose of Education = "A Life of Significance"

Regional Research Found a Gap in the System:



- Students don't have the skills and resumes that employers want
- Schools don't have the resources to create the opportunities that will motivate students to develop them

Collective Impact





Collective Impact Solution: **“Play Without Limits”**



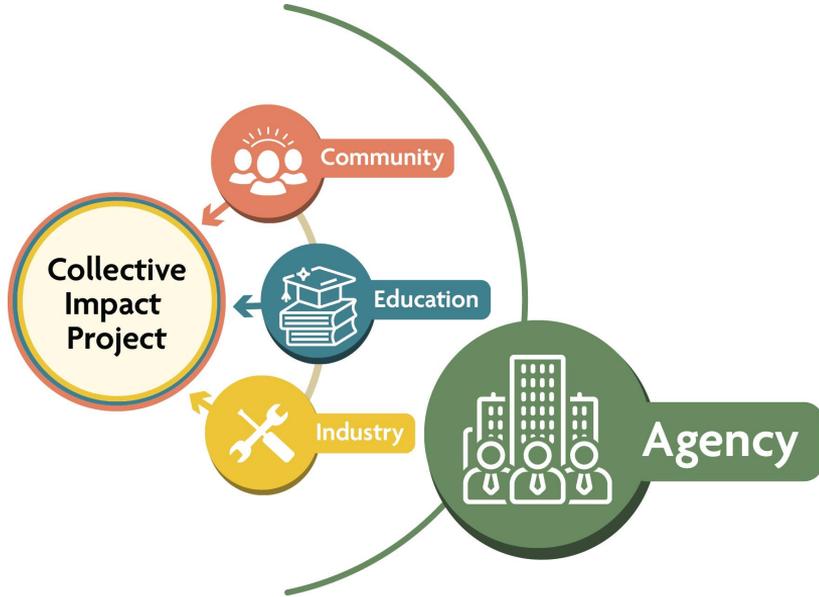
Community: 4J Life Skills Students



Education: HumaniTech



Industry: Adaptive Recreation Services



LANE STEM

25



THE CENTER FOR
APPLIED LEARNING &
COMMUNITY IMPACT

Agency: Lane STEM Hub



Unified Robotics +

**Play Without
Limits**

Showcase

Thursday December 4th

4:30 - 6:00 pm

South Eugene High School Cafeteria

Everyone Village
Transitional Housing Units
Murals Project

Forest Now & Forever

Future Build designed
and built facility
upgrades and Creative
Current murals

**Creative Current
Branding**

Equity & Community Consortium,
4J / EWEB Education Partnership
Teacher Pathway of Lane County

Play / Move Without Limits

Adaptive Technology for
youth with disabilities

EmpowerED Conference

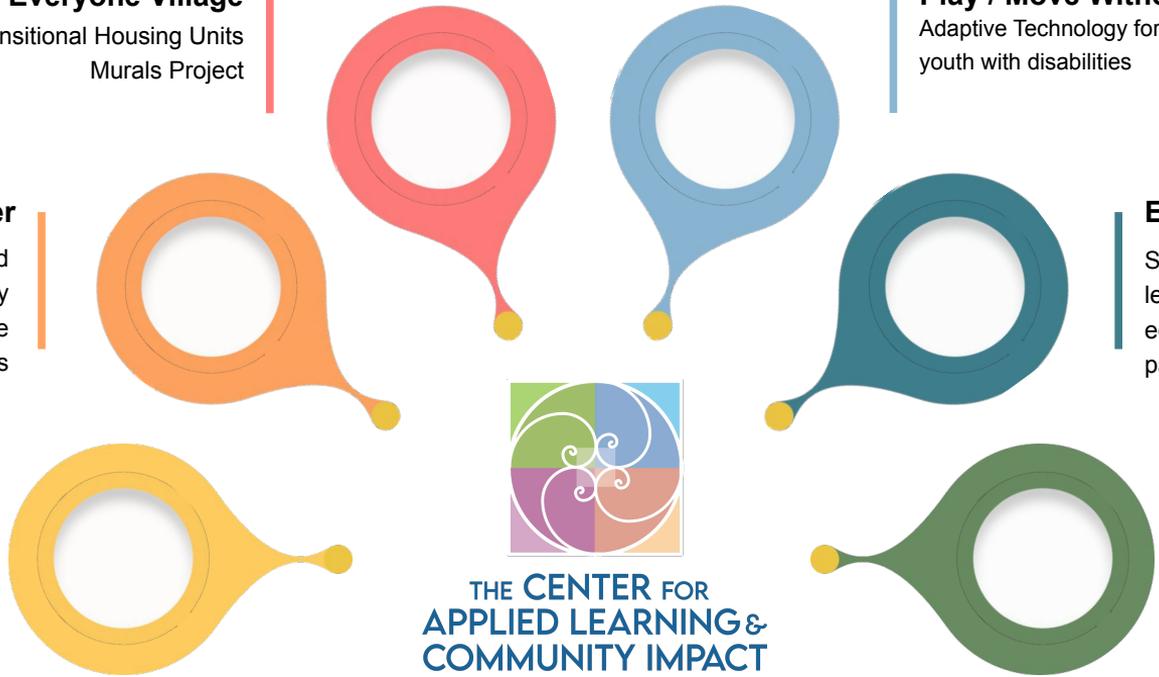
Student co-designed applied
learning and educational
equity conference in
partnership with LCC 27

Team Oregon Build

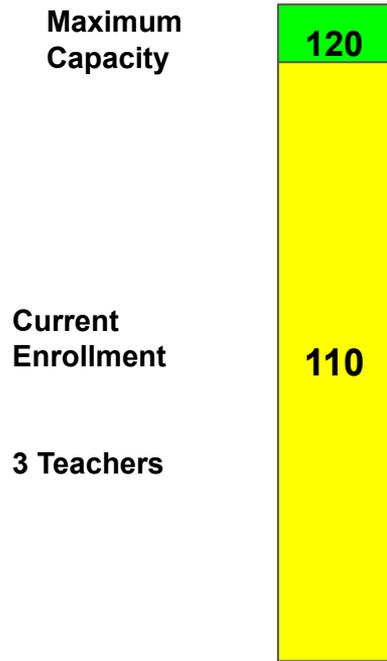
Sheds for victims of
wildfires, and schools
& Transitional
Housing Units



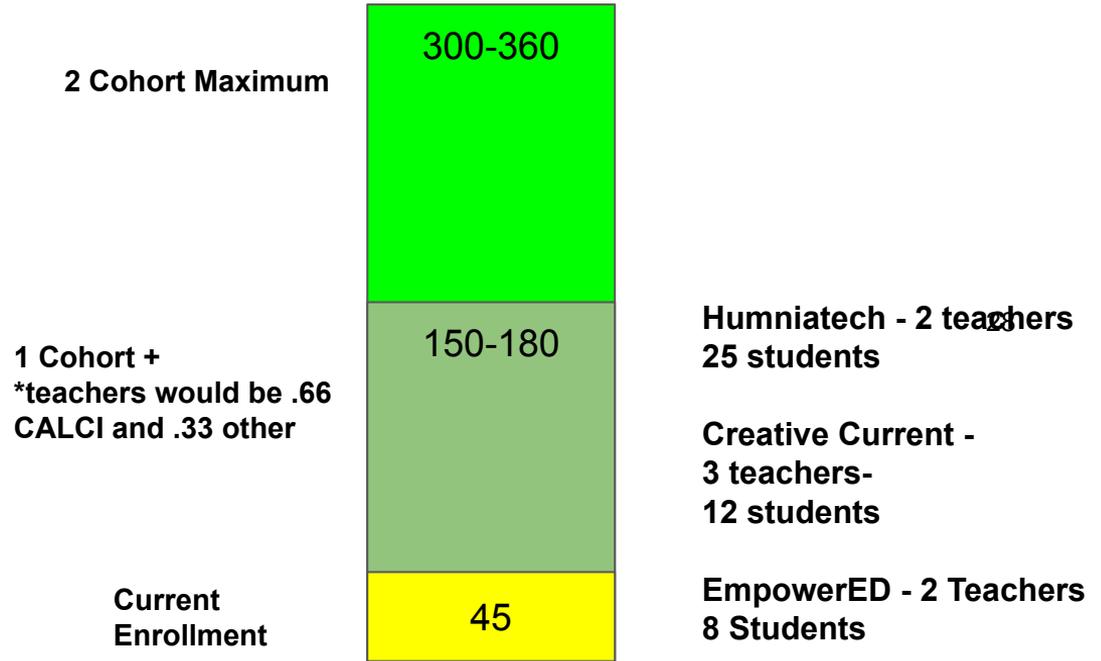
**THE CENTER FOR
APPLIED LEARNING &
COMMUNITY IMPACT**



Challenge: Enrollment & Capacity

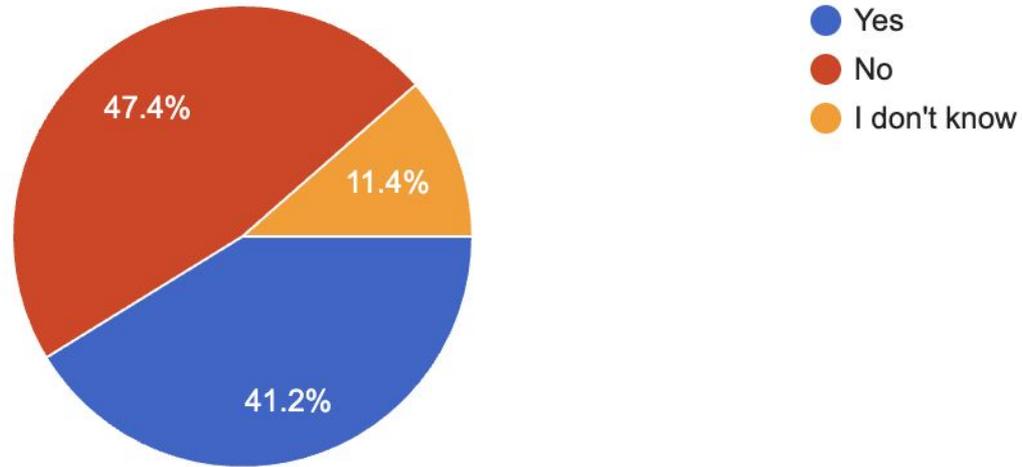


Future Build (Mature Program)



Creative Current, HumaniTech, & Empowered (Programs in development)

Have you had an IEP (Individualized Education Plan) or 504 Plan or attended a special education class?



Attracting Historically Marginalized Students

wright
architecture

NWH
NORTHWEST
HARDWOODS

ARCHITECTURE
P V O T



FULLER
cabinets



CHAMBERS
CONSTRUCTION

Neil Kelly



LANE
ARTS



FORESTS
TODAY & FOREVER

MEILI
CONSTRUCTION CO.

**CREATIVE
HUSTLE**



WEST WIND
FOREST PRODUCTS

Change Data: 24/25 student who participated in Collective Impact Project:
% of students who “agree” / “strongly agree”

- “I feel a sense of belonging in school.” +14.8%
- “I feel my creativity and individuality is valued and encouraged at school.” +34.3%
- “I am often bored at school” -25%

31

Collective Impact = Engaging Students

We have received over \$170,000.00 in grants and donations

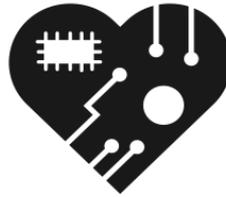
17 Building Programs:

113

4 District Wide Programs

120

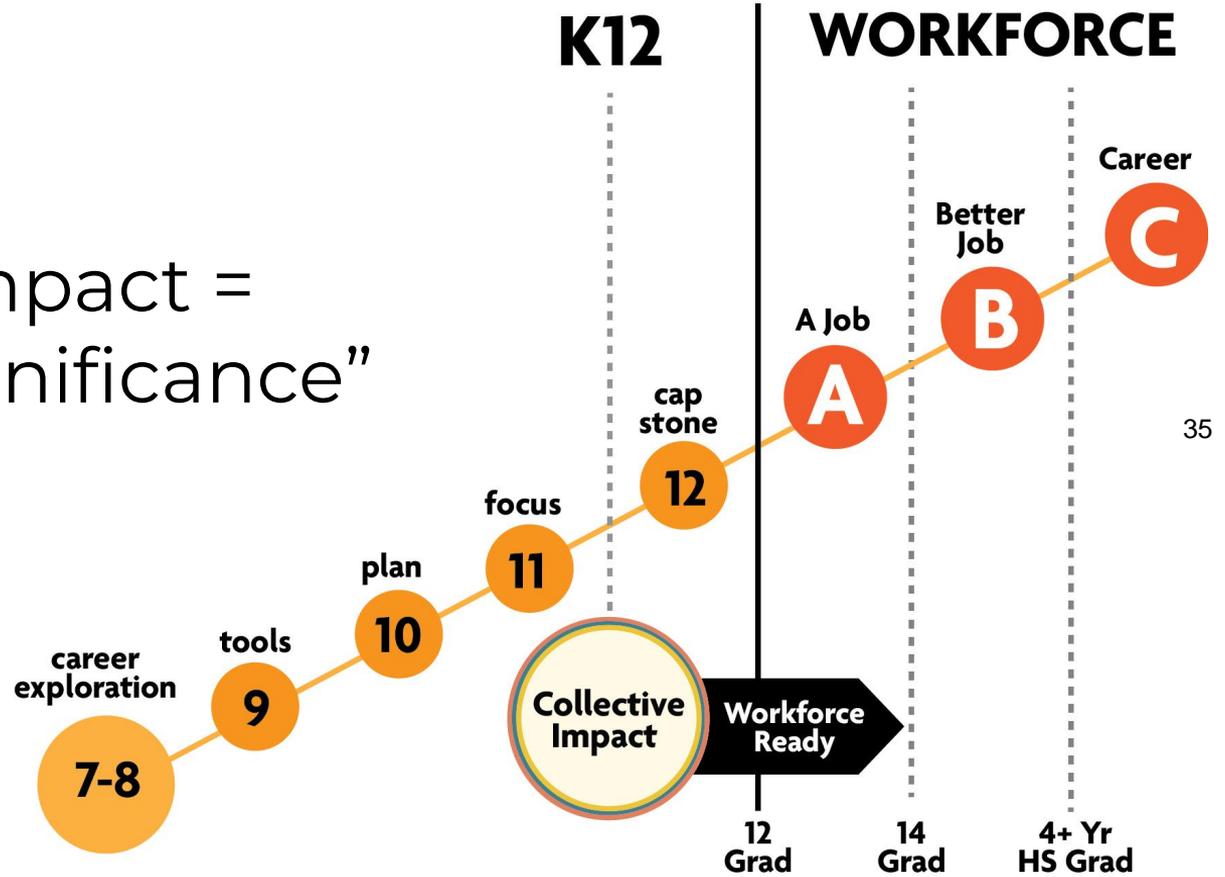
Program Completers



HUMANiTECH

4J's next Collective Impact Initiative: **Furniture Lab**

Collective Impact =
“A Life of Significance”

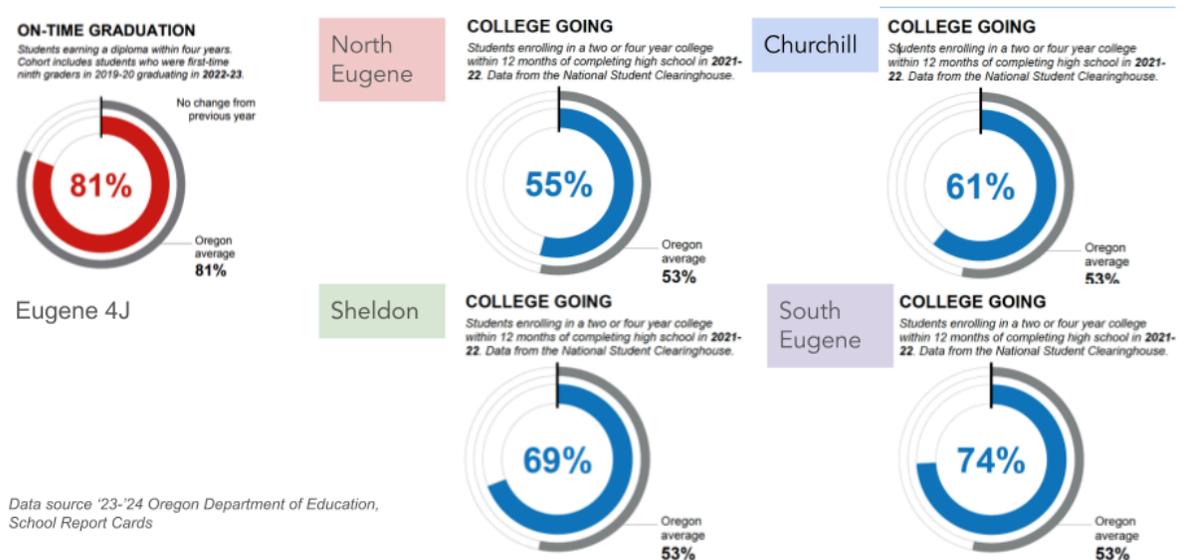


Introduction

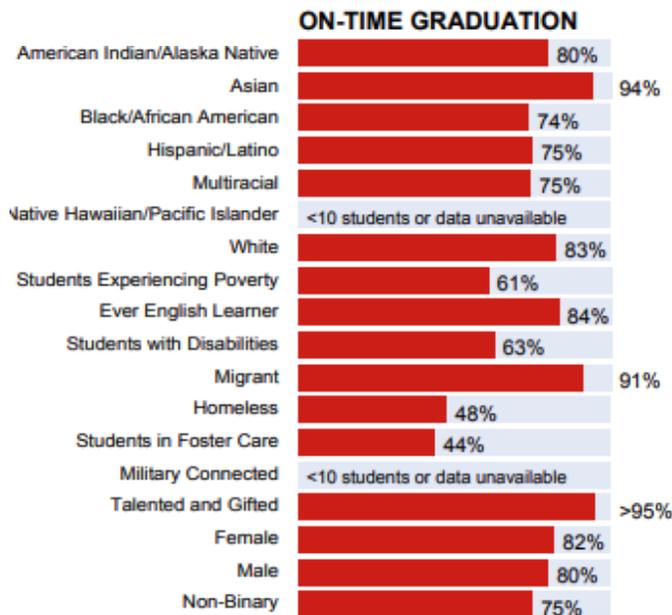
For generations, the American high school experience has been framed as a linear pathway to college—an institution where students dutifully accumulate credits, take standardized tests, and then, ideally, move on to a four-year university. But this well-worn trajectory no longer reflects the realities of today’s students, nor does it adequately prepare them for the rapidly shifting demands of the workforce. The truth is, a significant percentage of students do not enroll in college within a year of graduating from high school, and many never do. Others struggle to earn their diplomas at all.

This is not just an issue of individual outcomes—it’s a systemic challenge with far-reaching implications for the economy, equity, and social mobility. In our school district, the numbers are stark: college enrollment rates within a year of high school graduation vary widely, with some schools seeing rates as low as 55 percent. We bring attention to this fact not to compel us to increase the number of college going students but to alert us to the need to intentionally better prepare all of our students for the realities of the workforce upon graduation. While we optimistically believe all our students will one day be gamefully employed, what this data is telling us, is that hundreds of our students will be seeking to accomplish this much sooner than their college going classmates.

Understanding a Gap...



Meanwhile, on-time graduation remains uneven, with students from low-income backgrounds, students of color, and students with disabilities facing steeper hurdles. These disparities call for a fundamental rethinking of how schools prepare young people for the future.



Data source '23-'24 Oregon Department of Education, School Report Cards

We believe well-designed Career and Technical Education (CTE) Pathways of Study are the missing piece. By offering hands-on, career-oriented pathways—ones aligned with the region’s growing industries like manufacturing, construction, technology, and healthcare—Eugene’s schools can provide students with tangible skills, credentials, and real-world experiences. CTE isn’t just about vocational training; it’s about creating multiple avenues for success, whether that means entering the workforce directly, pursuing an apprenticeship, or attending college on a more flexible timeline.

The Eugene School District’s new three-year strategic plan for CTE represents a bold step in this direction. It aims to improve graduation rates by making learning more applied and relevant, expand access to high-quality career pathways, and close persistent equity gaps. Ultimately, this plan is about expanding choices with ensuring that all students, regardless of background, can graduate high school with the tools they need to build a meaningful, prosperous future.

CTE Pathways of Study in Eugene School District 4J

The Eugene School District 4J offers a diverse range of Career and Technical Education (CTE) programs across its high schools and the Center for Applied Learning and Community Impact. These programs provide specialized training and hands-on experience in various fields, preparing students for future careers or further education. The CTE programs are organized by school and cover areas like design, engineering, health services, technology, business, culinary arts, and natural resources, offering students opportunities to explore their interests and develop valuable skills. Each program is designed to equip students with the knowledge and abilities needed to succeed in their chosen field. Below is a brief description of each CTE Pathway of Study available in Eugene School District 4J:

Churchill High School	<ul style="list-style-type: none">● Visual Design Academy – Focuses on digital media, graphic design, and visual storytelling.● Engineering Academy – Provides hands-on experience in mechanical, electrical, and civil engineering principles.● Rachel Carson Environmental Sciences Academy – Integrates science, sustainability, and environmental design in project-based learning.● Health Services Academy – Prepares students for careers in healthcare through anatomy, physiology, and medical skills training.
North Eugene High School	<ul style="list-style-type: none">● Child Development & Education – Explores early childhood education and developmental psychology.● Programming & Software Development – Teaches coding, app development, and problem-solving in software engineering.● Manufacturing – Introduces students to machining, fabrication, and industrial production techniques.● Culinary Arts – Covers food preparation, cooking techniques, and restaurant management.● Digital Arts and Media – Focuses on photography, video production, and digital content creation.
Sheldon High School	<ul style="list-style-type: none">● Business Management – Develops leadership, entrepreneurship, and financial management skills.● Programming and Software Development – Offers coding, app design, and software engineering fundamentals.● Forestry and Natural Resources – Studies sustainable forestry, conservation, and environmental science.

<p>South Eugene High School</p>	<ul style="list-style-type: none"> ● Child Development – Focuses on early childhood education and parenting skills. ● Computer and Information Sciences – Covers IT, coding, and network security. ● Culinary Arts – Introduces students to the principles of cooking, baking, and food service. ● Graphic Design – Develops skills in digital art, branding, and design software. ● Journalism & Media Arts – Teaches news reporting, media production, and storytelling techniques.
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<p>Center for Applied Learning & Community Impact (CALCI)</p>	<ul style="list-style-type: none"> ● Future Build – Focuses on construction, architecture, and sustainable building practices. ● Creative Current – Integrates arts, design, and creative entrepreneurship. ● EmpowerED – Engages students in social justice, education, and leadership projects. ● HumaniTech – Blends technology with humanitarian efforts to solve real-world problems.
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Eugene 4J Career & Technical Education Programs Overview

Eugene School District 4J offers a variety of Career and Technical Education (CTE) programs across its high schools. These programs provide hands-on courses in fields ranging from digital media to health care, allowing students to explore careers and gain practical skills. Below is an overview of each CTE program in 4J, including the number of students enrolled (participants) and how many became concentrators (students who completed at least two courses in the program) and completers (students who finished the entire program of study). Student numbers are taken from the latest available data, 2023-24 school year.

Churchill High School – CTE Programs and Enrollment

- Digital Arts (Visual Design Academy) – 787 students participated, with 72 reaching concentrator status and 12 completing the program. *This is one of 4J's largest programs by enrollment, focusing on graphic design and digital media skills.*
- Engineering Academy – 339 students participated, 30 became concentrators, and 26 completed the program. *This program has one of the higher completion numbers, reflecting strong student engagement through the full engineering course sequence.*
- Health Services (Health Occupations) – 49 students participated, 3 were concentrators, and 22 completed the program. *Notably, a high proportion of participants ended up completing this two-year health careers pathway, indicating strong retention among interested students.*
- Rachel Carson Environmental Science – 92 students participated, 57 became concentrators, and 17 completed the program. *This environmental studies program had a high number of concentrators, suggesting many juniors continued into a second year, though fewer went on to full completion.*

North Eugene High School – CTE Programs and Enrollment

- Child Development & Education (Early Childhood) – 283 students participated, 15 were concentrators, and 10 completed the program. ***This program prepares students for careers in education/child care; about one-third of those who took multiple courses completed the full pathway.***
- Programming & Software Development (Computer Science) – 77 students participated, 2 became concentrators, and 0 completed the program. ***This computer science pathway had many students taking an introductory course, but very few continued on to advanced courses in the most recent data year.***
- Manufacturing – 297 students participated, 46 were concentrators, and 43 completed the program. ***This program (which includes hands-on engineering and manufacturing technology) stands out with one of the highest completion counts in the district – a large share of its students completed the full sequence.***
- Culinary Arts – 395 students participated, 13 became concentrators, and 3 completed the program. ***Many students explore culinary courses, though a smaller number pursue the advanced culinary classes required to complete the program.***
- Digital Arts & Media – 277 students participated, 4 were concentrators, and 0 completed the program. ***This mirrors a trend seen in similar arts programs: high enrollment in entry-level classes but very few students finishing the entire sequence.***

Sheldon High School – CTE Programs and Enrollment

- Business Management – 534 students participated, 22 were concentrators, and 17 completed the program. ***This business-focused program attracts many students, with a moderate number completing all coursework (e.g. accounting, marketing, etc.).***
- Programming & Software Development (Computer Science) – 532 students participated, 22 became concentrators, and 6 completed the program. ***Sheldon's computer science program has one of the highest enrollments, but relatively few students advanced to complete the full program (only ~1% of participants).***
- Forestry & Natural Resources – 109 students participated, 1 became a concentrator, and 0 completed the program. ***This specialized program had lower enrollment and saw almost no students reaching the two-course threshold in the latest data.***

South Eugene High School – CTE Programs and Enrollment

- Child Development – 98 students participated, 0 concentrators, 0 completers. ***Many students took the introductory course in early childhood education, but none progressed to a second year in the most recent cycle.***
- Computer & Information Sciences (Web & Digital Communications) – 390 students participated, 7 were concentrators, and 0 completed the program. ***This program (covering web design and IT fundamentals) had strong participation, though only***

a handful of students took multiple courses and none completed the full sequence last year.

- Culinary Arts – 376 students participated, 34 became concentrators, and 4 completed the program. ***South Eugene’s culinary program is popular, and a fair number of students continued into advanced culinary classes, although only a few finished the entire program.***
- Graphic Design (Digital Arts) – 617 students participated, 14 concentrators, 5 completers. ***This is one of the largest programs at South; while hundreds take graphic design courses, only a small fraction pursue the full multi-year sequence to completion.***
- Journalism & Media Arts – 209 students participated, 17 became concentrators, and 3 completed the program. ***A solid number of students delve into journalism and media courses, but only a few see the program through to producing advanced publications as completers.***
- Engineering – 252 students participated, 15 concentrators, 7 completers. ***South Eugene’s budding engineering offerings attracted a couple hundred students; a modest number took a second engineering course and several completed the pathway.***

District-Wide Programs (CALCI)

In addition to the high school programs above, Eugene 4J also runs district-wide CTE programs through the *Center for Applied Learning and Community Impact (CALCI)*. These include specialized programs such as **Future Build** (construction trades), **Creative Current** (a student-run digital design agency), **EmpowerED** (focused on careers in education), and **HumaniTech** (an engineering and adaptive technology integrated program). These CALCI programs serve smaller numbers of students and provide targeted learning opportunities, so their enrollment is not as large as the main high school programs. Student participation numbers will be available in the fall of 2025. CALCI programs include integrated core content in addition to the industry specific skills and knowledge. This provides opportunities for students to fulfill graduation requirements for Math, Language Arts, Science, Health and Social Science in non-traditional learning environments.

Enrollment Trends and Program Effectiveness

Across Eugene 4J’s CTE offerings, Digital Arts/Graphic Design programs enroll the most students district-wide, with Churchill’s Digital Arts alone drawing nearly 800 participants. Other popular programs include Business and Computer Science at Sheldon (each with over 500 students) and Culinary Arts at multiple schools, all indicating strong student interest in those fields. However, high enrollment doesn’t always translate to high completion. For example, Churchill’s Digital Arts program had 787 participants but only 12 completers, and Sheldon’s 532 computer science participants yielded just 6 completers. Many students sample CTE classes without completing the full pathway.

On the other hand, some programs show exceptional completion rates relative to their size. North Eugene’s Manufacturing program is a standout, with 46 concentrators and 43 completers out of 297 participants – the highest number of completers in the district. This suggests that students in the manufacturing/engineering track are more likely to stick with it through the capstone courses. Churchill’s Engineering Academy and Health Services programs also graduated a relatively high number of completers (26 and 22 respectively) despite smaller enrollments, indicating those who join tend to persevere.

Programs with the most concentrators (students deeply engaged in a sequence) include Churchill’s Digital Arts (72 concentrators) and Rachel Carson Environmental Science (57 concentrators). These programs keep a large share of students beyond the first-year course. Meanwhile, the program producing the most completers is Manufacturing at North Eugene (43 students completed), followed by Churchill’s Engineering Academy (26 completers). This indicates those fields are effectively guiding students to finish the entire career pathway.

In summary, Eugene 4J’s CTE programs span a wide range of career fields and attract substantial student interest. The largest programs by enrollment are in digital media and technology, while programs like Manufacturing and Engineering demonstrate strong effectiveness in guiding students to program completion. Understanding these trends helps the district recognize where CTE is thriving and where there may be opportunities to improve student retention in the career pathways. Each high school offers a distinct menu of programs, ensuring students across the district can explore their interests – whether it’s designing digital graphics, cooking culinary dishes, writing news stories, or building real-world projects – and ideally follow those interests through to industry-valued skills and credentials.

Alignment of CTE Programs with Growth Industries

The Career and Technical Education (CTE) programs within the Eugene School District 4J are strategically designed to align with the evolving labor trends in both Lane County and Oregon. These programs equip students with industry-relevant skills in high-demand sectors that are projected to experience significant growth, such as healthcare and social assistance, construction, manufacturing, digital media and technology, hospitality, and culinary arts. By offering hands-on training in areas like engineering, health services, graphic design, and building trades, the CTE programs directly support the emerging job markets in Lane County, where these sectors are identified as key areas of expansion. Furthermore, these programs emphasize community impact through real-world projects and collaboration with local industries, ensuring that students not only gain technical skills but also understand the practical application of their learning and are better prepared for the needs of the local workforce.

Healthcare	Lane County 10-Year Projected Growth:	
	+16%	+3,400 jobs
Relevant CTE Programs:		

- Health Services Academy (Churchill),
- Child Development & Early Childhood Education (North Eugene, South Eugene)

Program Alignment: These programs provide foundational knowledge in anatomy, medical skills, and child development, preparing students for careers in nursing and related health care support. Supports projected job increases in hospitals, clinics, and social assistance roles.

Top 3 jobs in demand: Mental Health Specialist, Medical Assistant, Patient Access Representative

Construction	Lane County 10-Year Projected Growth:	
	+15%	+1,100 jobs
Relevant CTE Programs:		
<ul style="list-style-type: none"> • Future Build (CALCI) 		
Program Alignment: Provides hands-on training in construction, architecture, and sustainable building practices. Aligns with the rising demand for skilled labor in construction and infrastructure projects.		
Top 3 jobs in demand: Pipelayers, Heavy equipment operators, Carpenters		

Manufacturing	Lane County 10-Year Projected Growth:	
	+7.5%	+1,100 jobs
Relevant CTE Programs:		
<ul style="list-style-type: none"> • Manufacturing (North Eugene) 		
Program Alignment: Offers training in machining, fabrication, and industrial production techniques. Prepares students for roles in advanced manufacturing and industrial production.		
Top 3 jobs in demand: Machine operators, Production Associates, Manufacturing laborers		

Engineering	Lane County 10-Year Projected Growth:	
	+7.5%	+1,100 jobs
Relevant CTE Programs:		
<ul style="list-style-type: none"> • Engineering (Churchill) • HumaniTech (CALCI) 		
Program Alignment: Students gain hands-on experience in mechanical, electrical, and civil engineering, preparing them for high-demand STEM careers.		
Top 3 jobs in demand: Field Engineers, Mechanical Engineers, Civil Engineers		

Technology & Software Development	Lane County 10-Year Projected Growth:	
	+18%	+1,185 jobs
Relevant CTE Programs: <ul style="list-style-type: none"> • Programming & Software Development (North Eugene & Sheldon High Schools) • Computer and Information Sciences (South Eugene High School) 		
Program Alignment: These CTE programs prepare students with coding, cybersecurity, and software engineering skills, directly aligning with the demand for IT professionals.		
Top 3 jobs in demand: Software Developer, Cybersecurity Specialist, Data Analyst		

Hospitality & Culinary Arts	Lane County 10-Year Projected Growth:	
	+10.4%	+1,400 jobs
Relevant CTE Programs: <ul style="list-style-type: none"> • Culinary Arts & Hospitality (North Eugene & South Eugene High Schools) 		
Program Alignment: These CTE programs prepare students with training in food preparation, cooking techniques, and restaurant management. In addition, they support the expansion of food services and hospitality businesses.		
Top 3 jobs in demand: Hospitality Workers (Servers, Hosts, Housekeepers), Culinary Positions (Cooks, Line Cooks, Prep Cooks), Food Service Managers		

Business & Professional Services	Lane County 10-Year Projected Growth:	
	+8.9%	+1,500 jobs
Relevant CTE Programs: <ul style="list-style-type: none"> • Business Management (Sheldon High School) 		
Program Alignment: These CTE programs prepare students by developing leadership, entrepreneurship, and financial management skills. Prepares students for careers in business administration and management.		
Top 3 jobs in demand: Business Development Managers, Business Office Assistants, Staff Accountants		

Digital Media & Graphic Design	Lane County 10-Year Projected Growth:	
	+10%	+

Relevant CTE Programs:

- Visual Design Academy (Churchill High School)
- Digital Arts and Media (North Eugene High School)
- Graphic Design & Journalism (South Eugene High School)
- Creative Current (CALCI)

Program Alignment: These CTE programs prepare students by developing skills in visual storytelling, branding, journalism, and business management, providing pathways into digital marketing, publishing, and entrepreneurship. Aligns with job growth in marketing, media production, and content creation.

Top 3 jobs in demand: Graphic Designer & Multimedia Specialist, Digital Marketing Assistant, Copywriter & Digital Marketing Specialist

Forestry & Natural Resources	Lane County 10-Year Projected Growth:	
	+4%	+
Relevant CTE Programs: <ul style="list-style-type: none"> • Rachel Carson Environmental Sciences Academy (Churchill High School) • Forestry & Natural Resources (Sheldon High School) 		
Program Alignment: These CTE programs prepare students with training in sustainable forestry, conservation, and environmental science. This prepares students for jobs in wood products, forestry, and natural resources.		
Top 3 Jobs in demand.		

Child Development and Education	Lane County 10-Year Projected Growth:	
	+18%	+1341
Relevant CTE Programs: <ul style="list-style-type: none"> • Child Development & Education (North Eugene) • Child Development (South Eugene) • EmpowerED, Educational Leadership (CALCI) 		
Program Alignment: These CTE programs prepare students with training in foundational knowledge in areas such as child development, learning theories, classroom management, and age-appropriate activities, which are essential for individuals working in child care centers, preschools, and other early education settings.		

Journalism	Lane County 10-Year Projected Growth:	

Program Evaluation

CTE Programs of Study in Oregon have a rubric that outlines a criteria that describes a high quality program. (See Appendix 1) It is divided into five elements including.

1. Access and Equity A high-quality CTE program ensures all students—especially historically and currently marginalized populations—can access and succeed in CTE pathways. This includes:

- Representation of diverse student demographics
- Removal of barriers to participation
- Equity-driven work-based learning (WBL) experiences
- Ongoing analysis of disaggregated participation and outcomes

2. Standards and Content (Rigorous Integrated Content) Programs integrate rigorous academic and technical instruction, supported by qualified educators. Key components include:

- At least three credits at the secondary level aligned with postsecondary credentials
- Alignment with 36+ credit postsecondary certificates or degrees
- Embedded core academic content in CTE courses
- Curriculum decisions that eliminate access barriers

3. Engaged Learning Instruction is student-centered, project-based, and connected to real-world contexts. Programs promote:

- Learning that reflects student interests and community needs
- Regular participation in Career and Technical Student Organizations (CTSOs)
- Integration of industry-based assessments and authentic evaluation
- Learning that bridges classroom and community environments

4. Coherent Curriculum The curriculum is sequential and prepares students for postsecondary credentials and careers. High-quality programs feature:

- Aligned sequences from introductory to advanced levels
- Vertical articulation with community college and industry
- Multiple course pathways, ensuring equitable outcomes for all students
- Embedded postsecondary transition planning

5. Alignment and Articulation - Effective programs maintain strong, sustained partnerships with employers and educators. They include:

- Formal agreements with partners involved in program design, implementation, and evaluation

- Opportunities for real industry engagement and continuous feedback
- WBL that includes sustained, hands-on interactions with professionals
- Partnerships that reflect the demographics and needs of the student population

In addition to the elements listed in the rubric we identified measures that we believe will help guide programs and deliver our most desired outcomes.

Lagging Outcomes: Indicators that can be assessed at the end of a student's experience. Leading

Outcomes: Indicators that can be assessed during a student's experience.

Process Measures: Indicators that guide improvement of the Collective Impact Model

Balance Measures: Indicators that are often included in a broader assessment of programs

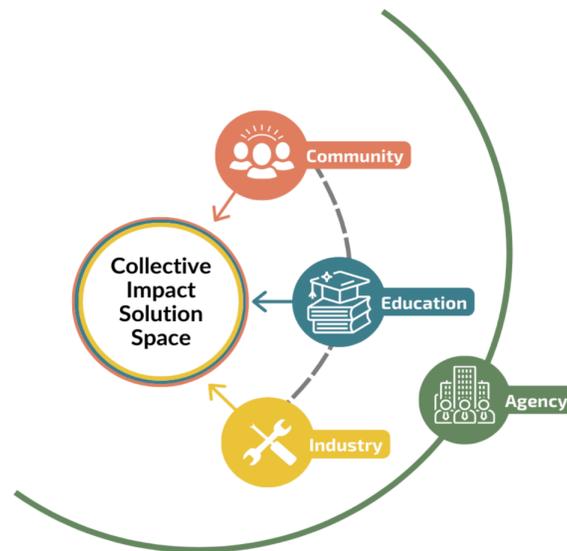
LAGGING OUTCOMES	LEADING OUTCOMES	PROCESS MEASURES	BALANCE MEASURES
Postgraduate Placements		Work-Based Learning Opportunities <ul style="list-style-type: none"> • Alignment to WBL rubric • Hours of contact with industry professionals • Number of Industry Recognised Credentials earned Community Engagements <ul style="list-style-type: none"> • Public Demonstrations of Learning • Community Engagement Activities Recruiting Strategies <ul style="list-style-type: none"> • Promotional Materials • Preforecasting meetings with counselors, case managers, and admin • Client feedback sessions 	<ul style="list-style-type: none"> • Graduation Rates • GPA • Attendance • CTSO participation
Job Placements	<ul style="list-style-type: none"> • Program alignment with industry needs • # of Workforce Navigator student contacts • # of CBO/Industry Partners 		
College Matriculation	<ul style="list-style-type: none"> • # of College Applications Submitted • # of FAFSAs completed • # CN credits earned 		
Community Impact Projects	<ul style="list-style-type: none"> • # of Community Partners • # of Hours in community projects • Established Regional Advisory Committee (RAC) 		
Program Completers	<ul style="list-style-type: none"> • # of Students in program • Semester credits earned 		

High Quality Work-Based Learning - A Collective Impact Model.

The Work-based Learning Experiences delivered in all the CALCI programs, in addition to being aligned to the Oregon Department of Education Work-based Learning rubric, are patterned after the Collective Impact Framework illustrated below. This framework can be described as a collaborative effort between community partners to positively affect a mutually recognized issue in their community. For the programs at CALCI the community partners typically involved include **Industry** (local business Meili Construction),

Education (4J CTE programs), a **Community Benefit Organization** (Everyone Village), and a **Coordinating agency** (Lane Workforce Partnership).

Each member of the team that shows up to this collective impact space brings with them unique attributes and abilities that allow this process to work. Below is a brief description of how each team member contributes to a successful project.



Community Benefit Organization - These are organizations that might already be trying to address the issue. They possess a deep understanding of the issue and contextual knowledge necessary for effective project design and implementation. They bring an organizational structure to address the issue and may contribute resources to the project.

Education - In addition to the CTE programs that bring teachers and students (labor) needing to practice academic, employability, and industry specific skills, Education brings a commitment and willingness to partner with organizations outside of the classroom and demonstrate student learning in a public space. In addition to labor and community involvement, Education can often provide resources to the project through grants.

Industry - Industry is the world of work experts who share an interest in the identified community need. They identify the skills needed for the project and align these with entry level skills necessary for new employees (current students) to be successful at their jobs. Their presence in the project guides teachers & students and provides real world feedback that helps move the project forward and evolve the CTE program.

Coordinating Agency - This organization is critical to the formation and logistics of the project. They invite industry professionals and coordinate the identification of desired/necessary skills,

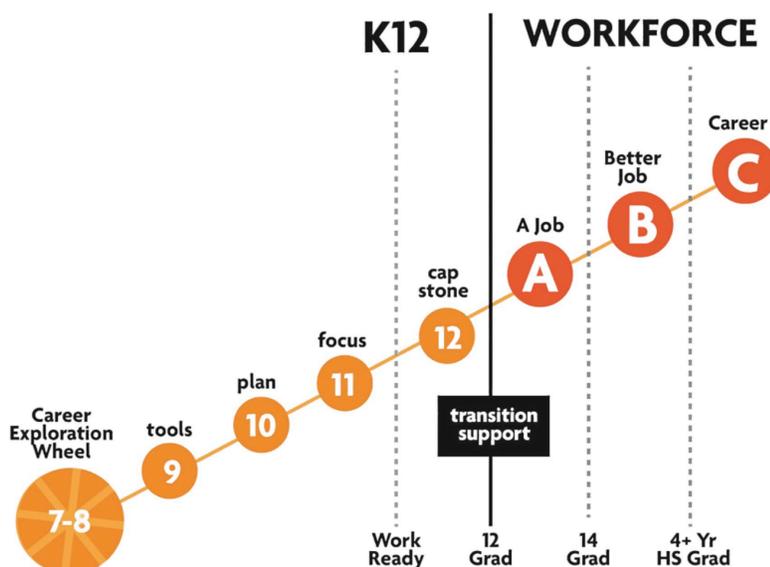
facilitate communication between the involved parties, help identify projects, and secure resources from industry, state agencies and grants necessary for project completion.

In addition to the pathways offered by CALCI, our goal is to see this model delivered in 50% of the CTE pathways offered at our four comprehensive high schools. Many of the pathways currently operating across the district, include elements of this model and would require minor adjustments to fully implement. The most salient feature is the collective impact project which CALCI is well positioned to provide support as a coordinating agency for school based pathways.

Transitional Support

In the beginning of this report we made the case that the purpose of high school needs to include the preparation of students for the world of work with the same commitment and intention that we prepare students for college. We know the high school counselor plays an important role in the transition from high school to higher education. They review transcripts, provide guidance in college/university selection, FAFSA completion and all the necessary paperwork for college applications. Students rarely receive the same kind of support as they leave school and enter the workforce

In order to adequately support this transition experienced by almost half of our graduates, let alone those who don't graduate, we need to invest in a Workforce Navigator position that assists in the warm handoff from school to employment in the same way we support the transition to higher education. This position would have a deep understanding of the local and state labor market, employment trends, apprenticeship opportunities and who is hiring. This industry knowledge would be paired with an understanding of the CTE programs and student interest in order to support a potential match between company and student. This "TalentMatch" could be done in collaboration with Lane Workforce Partnership through a series of events specific to different industry sectors.



Almost no high school graduate leaves high school to begin in a position that one would consider a career post. The diagram above illustrates the typical progression of finding A job, any job, maybe in a chosen

field of interest and maybe one that just pays the bills. The B job, a better job is often the entry position in a chosen field of interest. Finally a person lands in the C job, one that is considered a career.

The Career Navigator plays a key role in that transition from high school to a student's first job. Feedback from workforce boards and families tells us the process of finding a job can be difficult and although there are supports like government websites, online job boards and workforce services, inexperienced job seekers have a difficult time navigating these to land their first job. Career Navigators will guide students through this unfamiliar process, using their knowledge of both the young job seeker and the local job markets to help them secure their "A" job.

Sustainability

Last year the total cost of delivering high-quality CTE programming in the district amounted to **\$3,976,920.29**. This investment is supported by four key funding sources, each playing a distinct role in sustaining program operations and student success. For simplicity we categorized the areas of cost as Payroll, Supplies and Professional Development.

High School Success (HHS) Contributes **\$2,631,689.09**, and is the primary financial driver of the district's CTE programs, accounting for **66.51%** of the total support and accounting for **100%** of the support for CALCI programs. These resources support all three categories of cost throughout our district..

General Fund (GF) provides **\$1,246,768.20**, representing **31.51%** of the total. These flexible district resources ensure the core stability of the program, particularly in staffing (payroll) with additional supports that complement state and federal grant allocations.

Career Pathways contributes **\$44,500.00 (1.12%)**. The Career Pathways is program specific and used strategically to enhance industry engagement, workplace readiness, and program innovation, often through targeted professional development and the acquisition of industry standard equipment & supplies.

Perkins

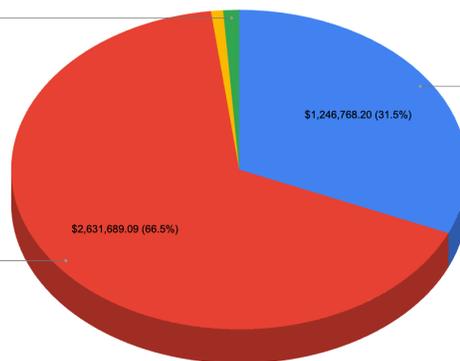
Perkins funding supplies **\$33,963.00**, or **0.86%** of the total cost. Though modest in proportion, these federal funds are essential for supporting access to equipment, instructional materials, and professional development for CTE educators.

CTE Funding

Career Pathways
1.1%

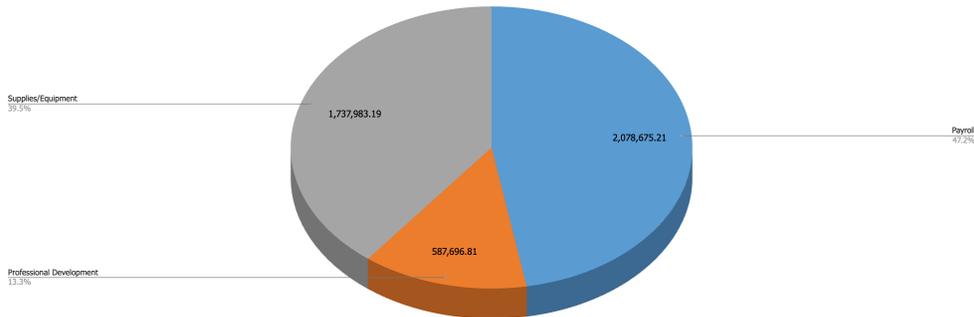
HSS
66.5%

GF
31.5%

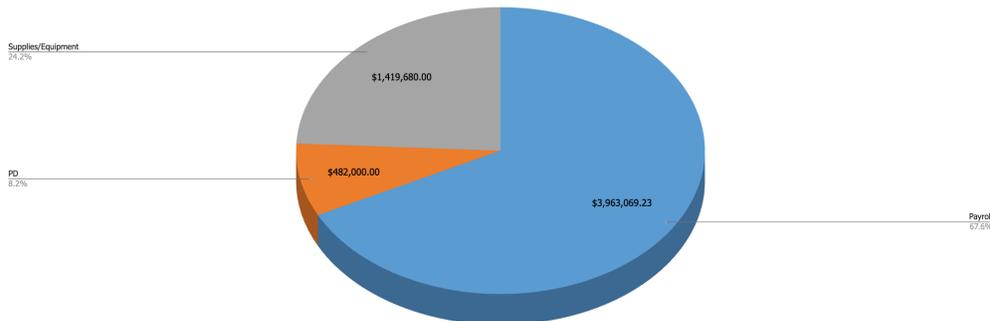


Given the High School Success Grant has been the principal fund for CTE, it is important to understand the shift in HSS allocations to the various spending categories that has occurred in recent years. The following sequence of charts illustrates the increased obligation to payroll and the subsequent decrease in available funds for professional development and equipment and supplies.

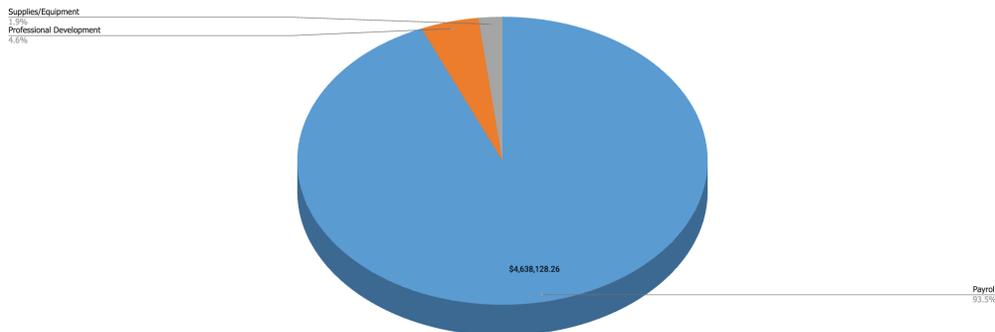
FY 24 Spending Category



FY 25 HSS Spending Category



FY 26 HSS Spending Category



The continued growth of payroll costs supported by the High School Success grant creates a question of concern for the stability of CTE programming across the district. The need to

reduce the burden of payroll costs from HSS is a high priority. Given the 5% increase in salaries for teachers and administrators that will happen in the 26 - 27 school year we can see that the HSS budget will be 98% committed to payroll, leaving 2% of the budget for any kind of operating cost, let alone any contingency that might arise. How to lighten this load is a necessary conversation but for another time. In the rest of this section we would like to outline strategies we believe have potential to secure funding which will allow us to continue paying the operating expenses necessary to deliver the high quality CTE pathways we aspire to.

Alternative Funding Sources & Partnerships

Oregon CTE Revitalization Grant – A competitive state grant program to **develop or expand K–12 CTE programs of study**. This grant aims to strengthen high-quality, industry-aligned CTE in high-wage, in-demand fields and to support new CTE opportunities for historically underserved students

Long -term Strategic Partnership with Eugene Education Foundation (EEF) - In addition to the support we receive from the Eugene School District 4J, we believe sustainability will depend on strong partnerships with other agencies with similar purpose and sense of mission. EEF seems like a natural partner and could provide support in the following ways.

- **Fiscal Sponsorship** - Receive and manage grants & donations
- **Development Support:** Lead grant writing, donor stewardship, and fundraising events
- **Communication & Outreach:** Enhance visibility through EEF's marketing and networks

CALCI: Student Centered, Growing Together in CTE

2025 Progress Report

Prepared for the 4J School Board & Superintendent Miriam Mickelson

EXECUTIVE SUMMARY

The **4J Center for Applied Learning and Community Impact (CALCI)** are redefining Career and Technical Education (CTE) in 4J. Through collective impact work, strong community partnerships, and a deep focus on equity, CALCI prepares students for meaningful careers and engaged citizenship.

CALCI is focused on expanding partnerships, strengthening equity practices, refining instructional models, and deepening collaboration with district and community leaders. Across 17 building-based and 4 district-wide programs—students are learning through purpose-driven projects that make a difference in their future.

Key Highlights:

- **Organizational Culture:** Growing alignment across district systems; continued work to clarify roles and strengthen internal collaboration
- **Teaching & Learning:** Learning Framework finalized; strong student outcomes through authentic, community-based projects.
- **Equity & Access:** Significant increases SPED and other historically marginalized student enrollment; evidence of improved engagement and belonging.
- **Community Partnerships:** Expanded collaborations with dozens of industry and community partners; strong enthusiasm for ongoing engagement.
- **Facilities:** Major upgrades completed at NEHS and South Eugene; improved coordination with Tech Services.

“CALCI is not just a set of programs—it’s a movement toward more connected, creative, and equitable learning for every 4J student.”

ORGANIZATIONAL CULTURE

Overview

CALCI is more than a set of programs—it’s a culture of creativity, connection, and continuous improvement. Our team models the collaboration and adaptability we seek to inspire in students.

Progress

- Successfully launched **EmpowerED** and **HumaniTech**
- Built consistent collaboration schedules and developed initiatives with teacher input
- Increasing alignment with building administrators.

Insights

- District-wide clarity of district wide CTE program’s mission and purpose continues to evolve.
- Inviting **community and student voices** into program design leads to stronger innovation.
- Collaboration between building-based and CALCI programs must remain a priority for long-term sustainability.

Goals

- Develop greater alignment of roles and systems between district wide and school-based CTE programs.
- Strengthen communication so all 4J schools understand opportunities in CTE.
- Increase recruitment and access for underrepresented campuses such as **North Eugene**.

Narrative

CALCI’s organizational culture mirrors the learning culture we want for students: **collaborative, curious, and courageous**. Teachers act as designers and innovators, not just instructors. Leadership is distributed. Feedback is welcomed. Learning is visible.

As we move forward, we’re focused on nurturing this shared culture across the district—one that embraces creativity, equity, and authentic partnership as central to education.

We’re not just building programs—we’re building a system of possibility for every student in 4J.

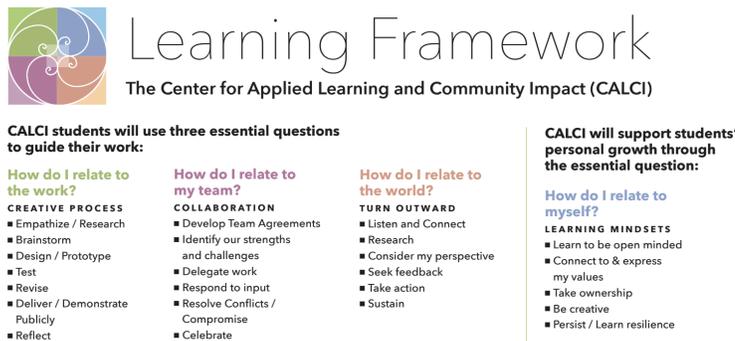
TEACHING AND LEARNING

Overview

Newly developed district wide CTE programs combine the strengths of **Career Technical Education (CTE)** & **high-quality Project-Based Learning (PBL) with Collective Impact Projects** to create transformative educational experiences.

Highlights

- Completed **THUs & sheds for Everyone Village, Camas Ridge Elementary, and NEHS Robotics.**
- EmpowerED students **presented to the ESD, performed at the Eugene Public Library,** and are planning a student hosted education conference.
- Creative Current produced **Logos and Branding Schemes for Equity & COmmunity Consortium, 4J/EWEB Education Partnership, Teacher Pathways, & Everyone Village**
- HumaniTech hosted **Play Without Limits and Move Without Limits**
- Published the **CALCI Learning Framework** in collaboration with *Creative Hustle* authors Sam Seidel and Olatunde Sobomehin.



Learning Framework
The Center for Applied Learning and Community Impact (CALCI)

CALCI students will use three essential questions to guide their work:

- How do I relate to the work?**
CREATIVE PROCESS
 - Empathize / Research
 - Brainstorm
 - Design / Prototype
 - Test
 - Revise
 - Deliver / Demonstrate Publicly
 - Reflect
- How do I relate to my team?**
COLLABORATION
 - Develop Team Agreements
 - Identify our strengths and challenges
 - Delegate work
 - Respond to input
 - Resolve Conflicts / Compromise
 - Celebrate
- How do I relate to the world?**
TURN OUTWARD
 - Listen and Connect
 - Research
 - Consider my perspective
 - Seek feedback
 - Take action
 - Sustain

CALCI will support students' personal growth through the essential question:

- How do I relate to myself?**
LEARNING MINDSETS
 - Learn to be open minded
 - Connect to & express my values
 - Take ownership
 - Be creative
 - Persist / Learn resilience

- Successful **student-led conferences** showcasing growth and self-advocacy.

Core Practices

- **Career Connected Learning:** Authentic experiences tied to local high-wage industries.
- **Interdisciplinary PBL:** Integration of academic and technical standards in every project.
- **Durable Skills:** Communication, collaboration, critical thinking, and creativity.
- **Collective Impact:** Student work benefits real people and organizations.
- **Team Teaching:** Multi-teacher collaboration allows flexibility and deep personalization.

Narrative

CTE classrooms feel different—because they are. Students learn through *doing*, teachers co-design *with* students, and projects produce tangible community benefits. This model not only builds skills—it builds confidence, empathy, and purpose.

CALCI students don't just prepare for the future—they practice building it.

EQUITY, ACCESS, AND AGENCY

Overview

CALCI exists to expand opportunity. We intentionally recruit and support historically marginalized students while reimagining what success looks like in high school.

Progress

- Humanitech tripled in size in its second year
- High participation of students with **IEPs and 504s** across programs.
- **Entrance and exit surveys** implemented to measure belonging and wellbeing.

Insights

- Representation and visibility are essential to inclusive recruitment.
- SPED case managers and support staff are key allies in outreach.
- Strong support from building administrators and staff make a huge difference in program success..

Goals

- Consider re-designing underperforming district programs to increase visibility.
- Partner with **minority- and women-owned businesses** for mentorship and guest speaking.
- Increase staff PD focused on **representation and differentiation**.
- Continue to develop and enhance efforts to **recruit Traditionally Underrepresented Student Populations**

Narrative

Equity begins with access but thrives through belonging. CALCI is proving that hands-on, meaningful learning can re-engage students who may have felt disconnected from school.

One HumaniTech student’s attendance rose from **56% to over 90%** after joining the program. This transformation—academic, emotional, and personal—is at the heart of CALCI’s mission.

We aim to increase the participation in district wide CTE programs to **350–400 students** across 4J, ensuring that all learners—especially those historically excluded—can benefit from the gains we are seeing from Collective Impact work in CTE.

COMMUNITY PARTNERSHIPS

Overview

CALCI's success depends on the strength of its relationships with the community. Our partnerships connect classrooms to real-world work, amplifying relevance and impact.

Progress

- **HumaniTech** partnered with 4J occupational therapists and Lane ESD on adaptive technology projects.
- **EmpowerED** placed all pilot-year students in extended community practicums.
- **Creative Current** completed numerous design and branding projects for real clients.
- **Future Build** continued to collaborate with local contractors, architects, and community leaders.
- Development of a **district-aligned communication plan** is underway to raise CALCI's public profile.

Insights

- Sustained communication is key to long-term partner relationships.
- The community is eager to support schools when invited through Collective Impact projects.
- 4J leadership and partners want to celebrate CTE success stories publicly.

Goals

- Continue the success of **4J Forward: CTE Showcase**.
- Create a **continuum of engagement** for community partners—from one-time collaborators to long-term mentors.
- Deepen partnerships with **EEF, the Chamber of Commerce, Lane Workforce Partnership and other community partners**.
- Build a **comprehensive partner database** to organize and sustain relationships.

Narrative

In CTE, students don't learn about the world—they learn *in* the world. For example, in *Play Without Limits*, HumaniTech students collaborated with Life Skills peers and occupational therapists to design and build adaptive toys and robotics. This inclusive engineering project connected empathy, innovation, and community impact, leaving every participant transformed.

Partnerships make learning real, purposeful, and human.

FACILITIES AND OPERATIONS

Overview

Modern, flexible learning spaces are vital for hands-on education. CALCI's facilities reflect the district's investment in innovation and student opportunity.

Progress

- **HumaniTech** established a state-of-the-art lab at South Eugene with a CNC router, flight simulator, and new 3D printers.
- **Future Build** moved into its renovated home at NEHS's former metal shop.
- **EmpowerED & Creative Current** may be better served by moving them back into school buildings
- Collaboration with **Tech Services** improved technology acquisition and deployment.

Insights

- Facilities are a key recruitment tool for CTE students.
- Interdepartmental collaboration (Facilities, Tech, CTE) drives efficiency and innovation.
- Community partners' and grant funded material donations often close the gap between vision and reality.

Goals

- Strengthen security after repeated theft incidents.
- Streamline asset management and tech coordination processes.
- Develop a **long-term capital and facilities plan** for all 4J CTE programs.

Narrative

The transformation of NEHS's old metal shop into a thriving Future Build campus demonstrates what's possible when vision meets collaboration. Facilities and district teams worked tirelessly to make the space ready for students—creating a model for future CTE modernization efforts.

We are deeply grateful to our district colleagues for helping bring these environments to life.

CLOSING REFLECTION

CALCI is proving what's possible when educators, students, and community members come together around a shared purpose:

Learning lives in the world.

With continued investment, partnership, and shared vision, CALCI can serve as both a model and a movement—demonstrating how public education can truly connect **career, life, and community**.



ITEM FOR INFORMATION

Date of Meeting:

November 19, 2025

Title:

Update on District Literacy Initiatives

Presenter:

Erin Gaston, Elementary Curriculum and MTSS Administrator
Katie Stiles, Elementary Literacy Specialist

Background:

ODE has provided an annual investment of over \$1,000,000 to support early literacy.

The Early Literacy Grant requires investments in 5 key areas:

- curricular materials,
- professional development and coaching,
- staffing specialists,
- high dosage tutoring,
- and extended learning

At the core of our work in early literacy is ensuring every student receives high quality instruction in foundational literacy.

We have spent a majority of our funds in the first three years of the grant on adding needed materials, providing essential training to staff, and implementing high dosage tutoring at two of our elementary schools. We would like to share highlights of the work we have done in the past few years, student outcomes, and where we envision our work going in the next few years.

Early Literacy Updates

63

November 19, 2025

Erin Gaston, Elementary Curriculum & MTSS Administrator

Katie Stiles, K-5 Literacy Specialist

Eileen Thomas, K-5 Literacy Intervention Specialist

Sara Justice, Instructional Coaching Coordinator

Sarah Knudsen, K-5 DLI Literacy Specialist

Early Literacy Goals



- Improve foundational literacy outcomes for all students, with an emphasized focus on students in our focal groups
- Provide teachers with high quality instructional materials and essential professional learning to meet students' needs early
- Empower teachers with systems and resources to identify students at risk of reading difficulties and effectively intervene
- Identify and fill gaps in instruction, materials, and outcomes to ensure all students have access to the support they need when they need it.

Early Literacy Grants

Annual investment of about \$1,350,000 in K-5 literacy.

- 1) ODE's Early Literacy Grant
 - a) Curriculum and Materials
 - b) Professional Development and Coaching
 - c) High Dosage Tutoring
 - d) Staffing Specialists
 - e) Extended Learning

- 2) Comprehensive State Literacy Development Grant (CLSD)
 - a) Supplemental Curriculum
 - b) Professional Development
 - c) Staffing Specialists
 - d) Intervention and Support
 - e) Family Engagement



Professional Development

- Foundations training for all K-3 teachers included observing in peers' classrooms and deepening understanding of routines and structures within foundational literacy.
- LETRS training for 280+ teachers
- Wit and Wisdom training for instructional coaches, principals, and 4th/5th teachers
- Tier 2 intervention materials for K-5 and best practices for small group instruction
- Effective practices for screening students for intervention
- ARC training at Spanish immersion schools
- Teacher PD for Science of Reading updates within the ARC curriculum

“The opportunity to observe teachers in action and then debrief best practices together was especially helpful—it gave us concrete strategies we can immediately bring back to our own classrooms and helped strengthen our collective understanding of effective Foundations instruction.”
- 2nd grade teacher

Instructional Coaching

Every elementary school has an instructional coach who provides essential literacy supports to individual teachers, grade level teams, and the building as a whole.

“Instructional coaching has provided me with individualized coaching, timely feedback, and resources that helped me navigate curriculum changes and refine my instructional practices to meet the unique needs of the learners in front of me. Their commitment to building teacher capacity and fostering reflective practice has strengthened both my confidence and effectiveness in the classroom.”

-Classroom teacher

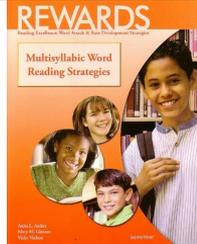
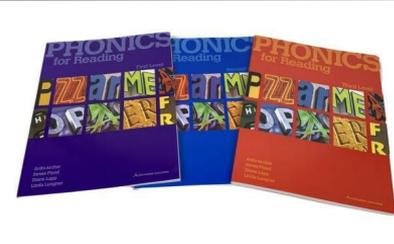
- Instructional coaching coordinator to develop a professional learning program for build-based coaches
- Support teachers in Tier 1 and 2 instruction and materials ⁶⁷
- Lead building-wide and grade level data team meetings to inform instructional decisions to meet the needs of all learners
- Support teachers during and after professional learning by coaching teachers looking to enhance their practice with newly acquired skills
- Building-wide PD developed in response to SCIP plans
- Guide teachers through coaching cycles- goal setting, learning, data collection, and reflecting to refine practice

Curriculum & Materials

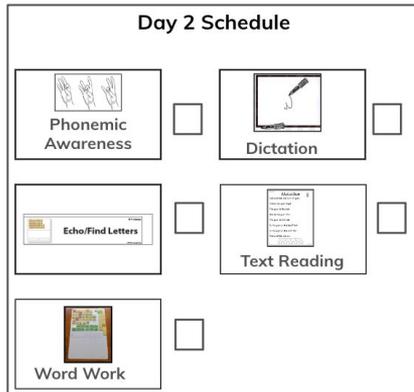
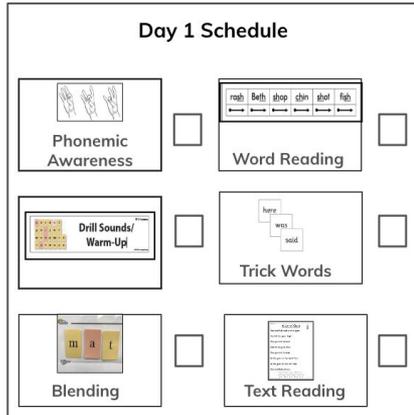
We have added a significant amount of resources to buildings to support literacy instruction including:

- Foundations decodable readers for every K-2 classroom
- Level 3 Geodes (decodable bridge between Foundations skills and Wit and Wisdom content)
- High interest decodables for older readers
- Phonics for Reading and Rewards curriculum for 4th and 5th grade intervention
- Updated teacher guides for ARC teachers
- Spanish decodable texts K-5

68



High Dosage Tutoring



We piloted a Walk to Read intervention model at Howard and Chavez to provide as many students as possible with targeted, small group reading intervention. This included:

- Developing a comprehensive K-3 reading intervention curriculum using the Foundations scope and sequence and routines and research-backed strategies for reading instruction
- Adding 10 hours of classified staffing to each building for dedicated High Dosage Tutors
- Training all teachers and EAs in the intervention curriculum
- Supporting using data to make informed decisions about student needs
- Coaching teachers and EAs throughout the year in effective small group instruction



Outcomes



212 total students in both schools got at least 30 minutes of high dosage tutoring in groups of no more than 4:1 at least 4 days a week.

- 88% of all students demonstrated growth
- 91% of English Language Learners demonstrated growth
- 89% of Hispanic students demonstrated growth
- 84% of students with disabilities demonstrated growth

70

This fall, Chavez also reported the impact on their fall scores:

- 1st grade: 26% fewer students started the year at risk in Word Reading Fluency than the year before
- 2nd grade: 13% fewer students started the year at risk in Passage Reading Fluency than the year before
- 3rd grade: 27% fewer students started the year at risk in Passage Reading Fluency than the year before

Expanding High Dosage Tutoring

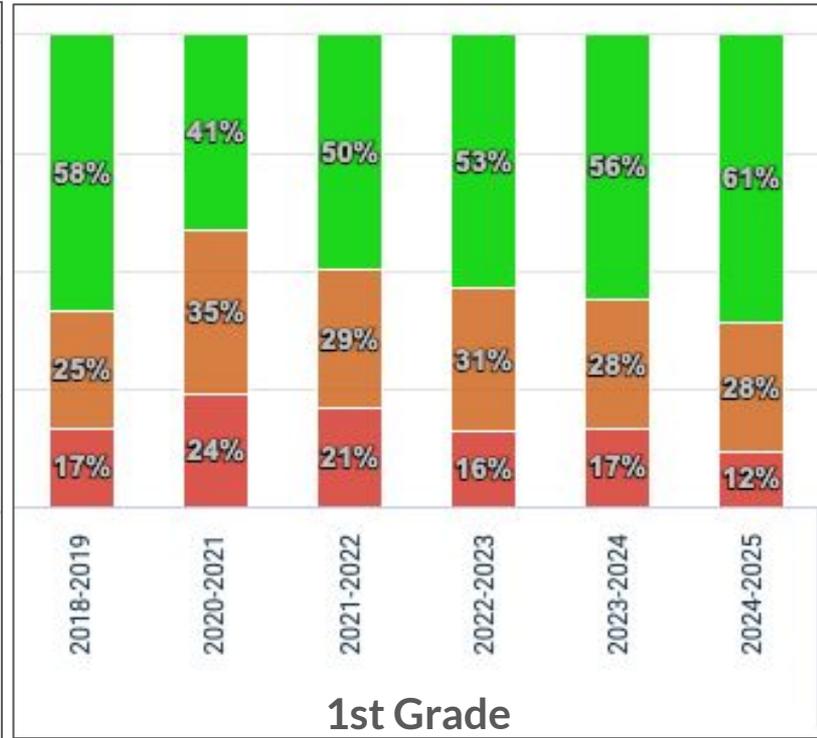
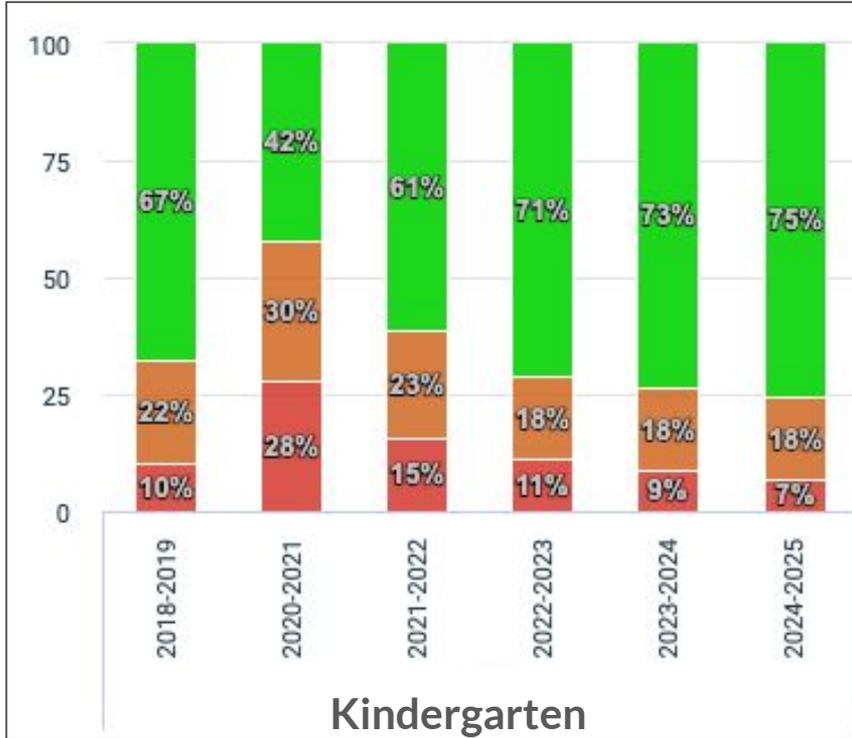
This year:

- Added McCornack to high dosage tutoring/walk to read
- Provided dedicated time for every K-5 teacher to meet with their coach and grade level team to identify students in need of additional reading intervention and make a plan
- Some schools and grade levels have adopted a Walk to Read model independently providing more students with access to reading intervention

Future years:

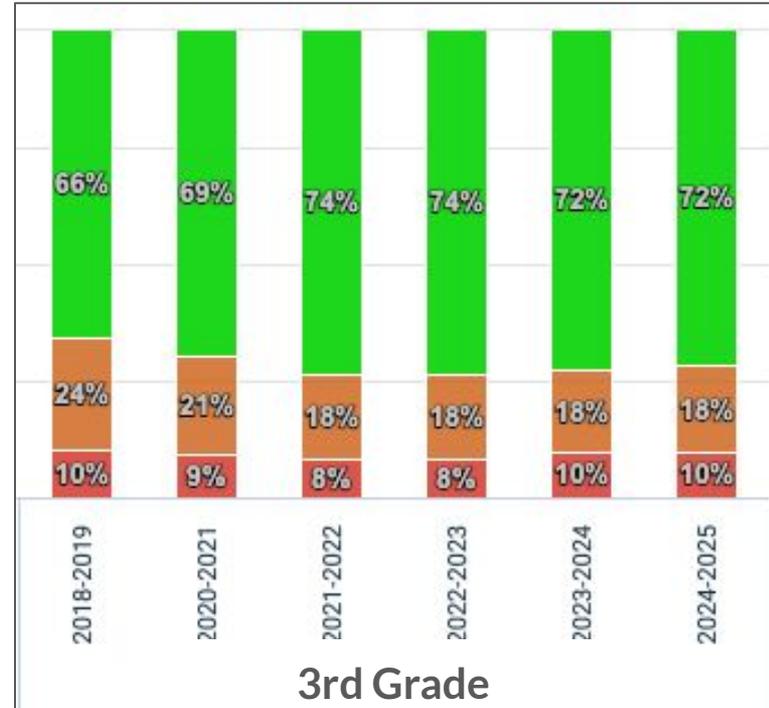
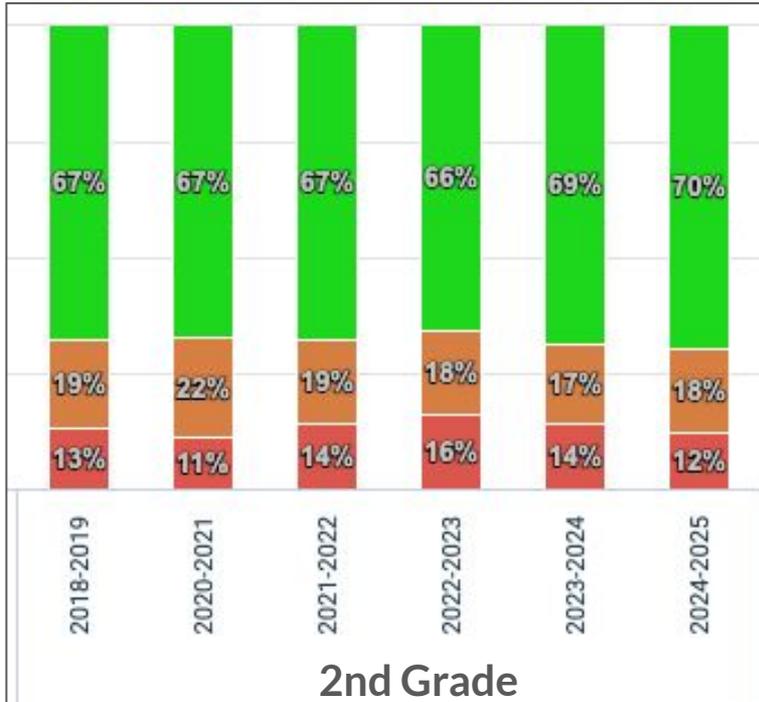
- Continuing to add capacity at high needs schools to ensure students have access to intervention
- Expanding walk to read to more buildings and grades to increase capacity and access

Additional Celebrations



easyCBM data shows we have reached and now surpassed our reading outcomes compared to prior to the pandemic. We have made significant gains at kindergarten.

Additional Celebrations



We continue to see progress at 2nd and 3rd grade as well especially in comparison to our 2019 scores.

What's Next?

- Examine disparate reading outcomes and develop plans to ensure all students achieve at high levels
- Expand and systematize both Walk to Read and High Dosage Tutoring to benefit more students
- Analyze instruction and practices in classrooms in which students experience significant literacy gains to identify key instructional moves and scale them district-wide
- Complete a comprehensive needs assessment, inclusive of teacher voice
- Develop clear MTSS structures and processes for reading at all three tiers of instruction

74

“Identify the barriers that might exist within the system that are keeping students from better outcomes and then systematically make plans to eliminate those barriers.”

- Stephanie Stollar



ITEM FOR INFORMATION

Date of Meeting:

November 19, 2025

Title:

Receive a Report on the Systemwide Voices Engagement Results: Input From Staff, Families, and Community on 2026–27 Budget Priorities

Presenter:

Carmen Xiomara Urbina, Chief of Staff

Background:

Eugene School District 4J is preparing for an anticipated **\$30 million shortfall in the 2026–27 school year**. This financial challenge reflects several converging factors:

- **Rising personnel and operational costs**, particularly in areas connected to supporting student learning
- **The end of temporary federal COVID-era funding**, which previously helped sustain positions and programs
- **A sustained decline in student enrollment across Lane County**, influenced by lower birth rates and Oregon’s State School Fund model, which ties resources to student count

These circumstances mean the district must make **thoughtful, values-driven decisions** about programs, staffing, and how to sustain strong services for students and families in the years ahead. The district understands that decisions made in this context affect people, relationships, and school communities. We are committed to approaching this work with care, transparency, and respect.

Engagement Approach

To ensure that upcoming decisions are grounded in the lived experiences, perspectives, and values of those most affected, the district engaged intentionally and with care throughout October and early November. The goal was to listen with humility, create space for diverse viewpoints, and gather guidance for the difficult choices ahead.

Under the leadership of Superintendent Dr. Miriam Mickelson, 4J has held numerous in-person and virtual conversations with staff, families, and community members. These included regional

forums, community meetings, virtual sessions, and direct outreach across our schools—each designed to support open dialogue during a challenging budget moment.

As part of this broader effort, the district launched a **districtwide ThoughtExchange** to gather input on the values, priorities, questions, and concerns that should guide the 2026–27 budget planning process. The ThoughtExchange remained open for several weeks and offered a private, respectful space for staff, families, students, and community members to share their perspectives.

On 11/19/25 we will share a report that focuses on the results of that ThoughtExchange—what we heard, where there is alignment, where perspectives differ, and how these insights will inform the next phase of our planning.

The ThoughtExchange was open from **October 9 through November 2** and resulted in strong, wide-ranging participation across the community:

- **More than 1,300 people participated**
- Contributing **nearly 1,400 thoughts**
- And **over 67,000 ratings**, reflecting careful consideration of each other’s perspectives

This collective input provides a meaningful picture of what matters most across our learning community.

Key Themes Across Groups

Despite holding different roles and experiences, participants demonstrated significant alignment around several core values and priorities:

- **Protecting classroom and student-facing supports**, which are seen as central to student well-being and learning
- **Stabilizing Special Education and behavior/mental-health services**, recognizing that students with the highest needs require consistent and reliable support
- **Increasing transparency and clarity** throughout the budgeting process
- **Improving administrative efficiency** while ensuring essential functions remain supported
- **Preserving high-impact enrichment programs** that contribute to engagement, belonging, and whole-child development
- **Making equity sustainable and measurable**, with attention to fair access and outcomes
- **Right-sizing programs and facilities** in ways that are thoughtful, data-informed, and attentive to community impact

Participants also expressed care for one another and concern for how reductions may affect colleagues, students, and school communities. The district acknowledges that feedback came from a place of deep commitment—even when perspectives differed—and we honor the time, honesty, and vulnerability people brought to this process.

A comprehensive summary report of the Systemwide Voices ThoughtExchange has been prepared for the Board. This report includes:

- An overview of participation across all groups (staff, families, students, community members)
- Cross-group analysis highlighting areas of strong alignment as well as distinctions in perspective
- The major themes that emerged from the contributions and ratings
- Representative quotes, shared in a respectful, anonymized format
- A synthesis of identified risks and trade-offs named by participants

This summary is intended to support the Board's understanding of community perspectives as the district moves into the next phase of budget planning. It will also be made available to the community on the district's website at 4j.lane.edu/budget.



Systemwide Voices: What our Community Told Us Budget, Equity & Educational Priorities for 2026-27

78

Insights from Parents, Staff, and Community
(ThoughtExchange Engagement, Oct-Nov 2025)

Eugene School District 4J | Office of the Superintendent

Purpose

- Share key themes from six participants engagement groups.
- Show where voices are aligned — and where they diverge.
- Highlight systemwide risks and priorities.
- Connect this input to our 2026–27 budget guardrails.
- Set up Phase II decision-making for January–March.

Who We Heard From (Participation Snapshot)

The ThoughtExchange was open from **October 9** through **November 2** and resulted in strong, wide-ranging participation across the community:

Group	Participants
Parents/Guardians	667
Classified Staff	175
Licensed Staff	300
MAPS/Unrepresented	57
Dual-Role (Parent + Staff)	105
Community Members	82
Total	1,386 participants

Deep Engagement: ~67,000 Ratings Submitted

“This is deep
review and
prioritization
— not
surface-level
participation.”

Thoughts Shared	Ratings Submitted	Avg. ratings per participant	Avg. ratings per thought ⁸¹
1,334	67,422	48.6	~65

Our North Star: Shared Across All Groups

“Protect what directly touches
students.

Streamline what doesn't.

Be transparent about how we get
there.”

Alignment Across participants Groups – Key Themes

Parents, Staff, and Community
Point to the Same North Star

Legend:

- ● Strong emphasis
- ◐ Some emphasis
- ○ Limited emphasis

Theme Category	Parents/ Guardians	Classified Staff	Licensed Staff	MAPS/ Unrep	Dual-Role (Parent + Staff)	Community
Protect classroom & student-facing supports	●	●	●	●	●	●
Reduce administrative overhead / increase efficiency	●	●	●	●	●	●
Protect SPED, behavioral & mental-health supports	●	●	●	●	●	● 83
Whole-child learning (arts, CTE, electives)	●	◐	●	◐	●	◐
Fiscal transparency & clear communication	●	●	●	●	●	●
Equity & access for high-need students	●	◐	●	●	●	●
Program & facility efficiency (right-sizing)	◐	◐	◐	●	●	●
Calendar / furlough options	○	◐	◐	◐	◐	○

What All Groups Agree On

- Protect teachers, EAs, counselors, SPED, and behavior supports.
- Reduce administrative overhead before classroom cuts.
- Maintain SPED, mental health, and multilingual supports.
- Preserve key enrichment (arts, CTE, electives) where impactful.
- Increase fiscal transparency and publish clear criteria.
- Keep equity at the center of decisions.

Areas of Divergence — Where Groups Differ

Topic	Differences
Administrative reduction depth	Parents & Classified; MAPS/Dual-Role urge strategic reductions.
Facility consolidation	MAPS & Community are open; Parents more cautious.
Calendar changes (4-day week/furloughs)	Some Licensed & Classified open; families concerned about logistics.
Equity initiatives	Agreement on value; differing views on scope.



Systemwide Risk Themes

<p>Instructional Risks</p> <ul style="list-style-type: none">● Larger class sizes● Fewer student supports● Loss of engagement programs	<p>Equity Risks</p> <ul style="list-style-type: none">● Disproportionate impact on vulnerable learners● Access barriers from consolidation
<p>Operational Risks</p> <ul style="list-style-type: none">● Cutting admin too fast → service breakdowns● Impact on payroll, HR, tech, safety	<p>Trust Risks</p> <ul style="list-style-type: none">● Perceived opacity● Regional inequities● Communication gaps

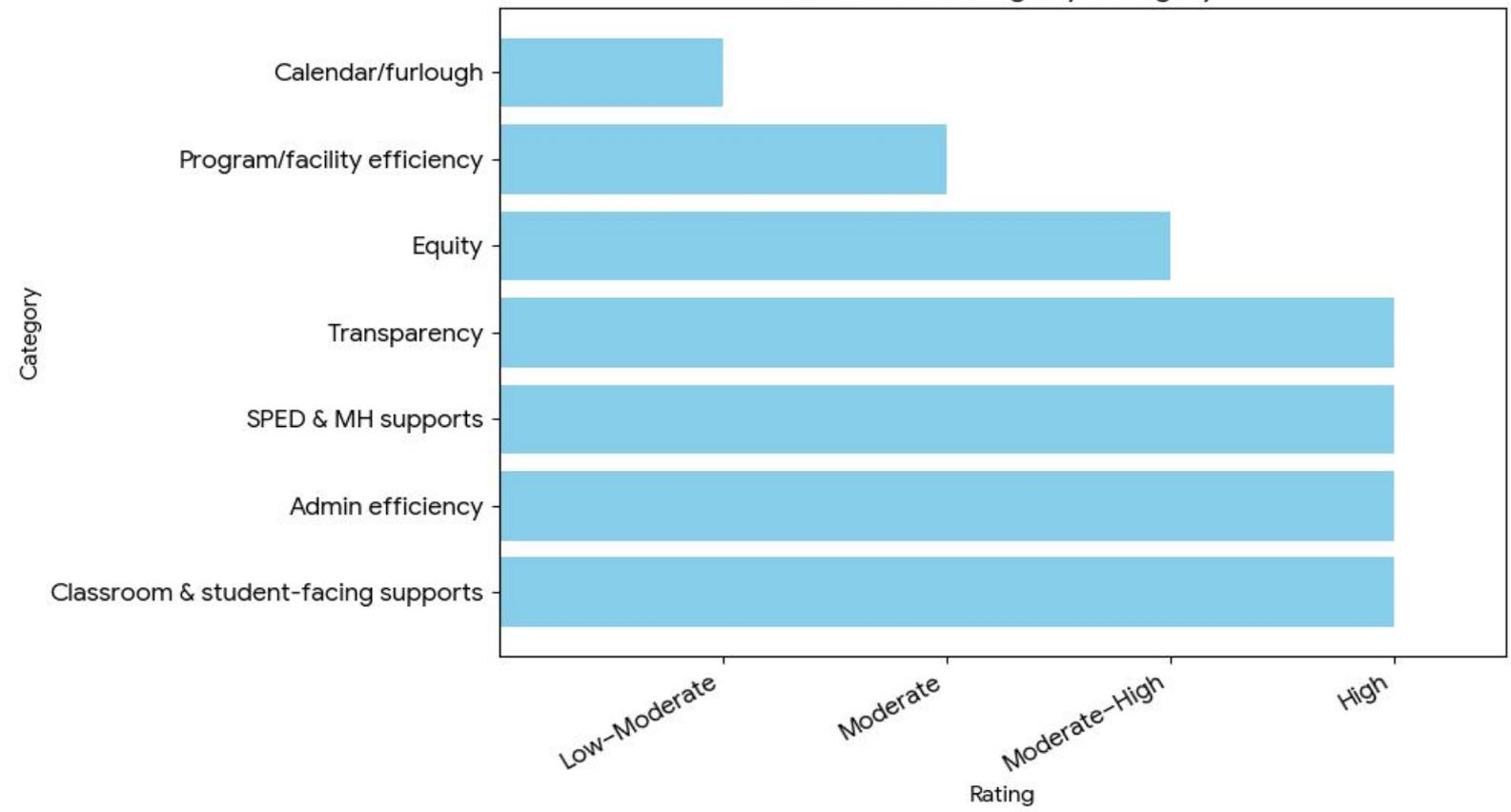
What These Voices Mean for 2026–27 Planning

<p>PROTECT – Non-Negotiables “Keep dollars close to students”</p>	<p>REDESIGN – Make Systems Leaner and Clearer “Streamline what doesn’t touch students every day”</p>	<p>PAUSE / DE-IMPLEMENT – Where participants See Flexibility “Step back from what is low-impact or unsustainable.”</p>
<ul style="list-style-type: none"> ● Classroom teachers and student-facing staff (EAs, counselors, behavior support). ● Special Education, multilingual learner supports, and mental-health services. ● Core academic programs and high-impact enrichment (arts, CTE, advanced coursework). ● Services that directly affect safety, supervision, and daily school operations. 	<ul style="list-style-type: none"> ● Central office and Other structures for efficiency, role clarity, and measurable impact. ● Program and contract portfolio using utilization, ROI, and equity criteria. ● Facilities and regional program models to match enrollment and improve access. ● Budget governance tools: impact rubrics, equity reviews, and transparent decision criteria. 	<ul style="list-style-type: none"> ● Low-usage platforms, overlapping initiatives, and non-essential pilots. 87 ● Temporary-funded roles that are not mission-critical or sustainably fundable. ● High-cost travel and PD not directly tied to classroom or student outcomes. ● Under-utilized programs or facilities where consolidation can improve equity and efficiency.

**“These boundaries are not ours
alone — they come directly from
families, staff, and community
members across all six engagement
groups.”**

How Strong Is the Alignment?

Qualitative Ratings by Category



Requested Commitment Moving Forward

- Keep dollars closest to students.
- Make equity measurable and sustainable.
- Improve operational efficiency.
- Communicate early, often, and transparently.
- Partner with families, staff, and community.



Questions? Discussion?

91

Systemwide Voices Brief Series – Budget, Equity, and Educational Priorities (2025–26)

Introduction	4
Engagement by Group	4
Comparative Analysis: Insights Across Engagement Groups	6
1. Overview	6
2. Core Themes – Alignment and Distinctions.....	6
Common Ground Summary	7
4. Areas of Divergence.....	8
5. Implications for 2026–27 Planning	8
6. Risks & Trade-Offs by Group.....	9
7. Summary of Alignment Strength	9
8. Strategic Takeaway for Leadership	10
Brief – Parents/Guardians.....	11
1) Introduction & Context	11
2) Who Participated (Parents/Guardians).....	11
3) What We Heard from Parents/Guardians – Core Themes.....	11
A. Protect classroom staffing & student-facing supports.....	11
B. Safeguard Special Education and services for vulnerable learners.....	12
C. Focus dollars on the classroom; scrutinize central overhead.....	12
D. Be transparent & invite co-design.....	12
E. Preserve a well-rounded education	12
4) Common Ground & Differences (Parents/Guardians)	12
5) Representative Parent Quotes	12
6) Implications for 2026–27 Planning (Parents/Guardians Lens).....	13
8) Risks & Trade-offs Named by Parents.....	13
Appendix A – Detailed Metrics (Parents/Guardians).....	13
Appendix B – Theme Crosswalk to District Actions	14
Participant Brief – 4J Staff (Classified).....	15
1) Introduction & Context	15
2) Who Participated (4J Classified Staff).....	15
3) What We Heard from Classified Staff – Core Themes.....	15
A. Protect frontline and student-facing roles.....	15
B. Reduce administrative overhead first.....	16
C. Safeguard special education and behavior support	16
D. Evaluate program efficiency and spending.....	16
E. Explore cost-saving models	16
4) Common Ground & Differences	16
5) Representative Quotes	16

6) Implications for 2026–27 Planning (Classified Lens).....	17
7) Risks & Trade-offs Named by Staff.....	17
Appendix A – Detailed Metrics (Classified Staff).....	17
Appendix B – Theme Crosswalk to District Actions.....	18
Participant Brief – 4J Staff (Licensed).....	19
1) Introduction & Context.....	19
2) Who Participated (Licensed Staff).....	19
3) What We Heard from Licensed Staff – Core Themes.....	19
A. Keep class sizes manageable; protect student-facing staff.....	19
B. Reduce administrative overhead before classrooms.....	20
C. Safeguard Special Education & behavioral/mental health supports.....	20
D. Preserve a well-rounded education.....	20
E. Scrutinize curriculum/technology spending.....	20
F. Consider time-bound cost strategies.....	20
G. Transparency & accountability.....	20
4) Common Ground & Differences.....	20
5) Representative Quotes.....	21
6) Implications for 2026–27 Planning (Licensed Lens).....	21
7) Risks & Trade-offs Named by Licensed Staff.....	21
Appendix A – Detailed Metrics (Licensed Staff).....	21
Appendix B – Theme Crosswalk to District Actions.....	22
Participant Brief – Staff (MAPS/Unrepresented).....	23
1) Introduction & Context.....	23
2) Who Participated (MAPS/Unrepresented).....	23
3) What We Heard – Core Themes (MAPS/Unrepresented).....	23
A. Preserve direct student support and classroom stability.....	23
B. Right-size administration & TOSA structures.....	24
C. Equity-minded resource allocation.....	24
D. Sustainable financial strategy.....	24
E. Facilities & program efficiency.....	24
F. Instructional quality & technology.....	24
4) Common Ground & Differences.....	24
5) Representative Quotes.....	24
6) Implications for 2026–27 Planning (MAPS Lens).....	25
7) Risks & Trade-offs Named by MAPS/Unrepresented.....	25
Appendix A – Detailed Metrics (MAPS/Unrepresented).....	25
Appendix B – Theme Crosswalk to District Actions.....	25
Participant Brief – Parents/Guardians & Staff (Dual-Role).....	27
1) Introduction & Context.....	27
2) Who Participated (Dual-Role).....	27
3) What We Heard – Core Themes (Dual-Role).....	27
A. Direct classroom & student support first.....	27

B. Administrative & operational efficiencies.....	28
C. Equity & inclusion with evidence	28
D. Transparent communication & family partnership	28
E. Program & curriculum value.....	28
F. Facilities & enrollment realities	28
4) Common Ground & Differences	28
5) Representative Quotes (Dual-Role Voice)	29
6) Implications for 2026–27 Planning (Dual-Role Lens)	29
7) Risks & Trade-offs Named by Dual-Role Respondents	29
Appendix A – Detailed Metrics (Dual-Role)	29
Appendix B – Theme→Action Crosswalk	30
Participant Brief – Community Members	31
1) Introduction & Context	31
2) Who Participated (Community).....	31
3) What We Heard – Core Themes (Community)	31
A. Protect classroom teaching and direct student services	31
B. Fiscal transparency and accountability	32
C. Administrative efficiency	32
D. Program and facility consolidation	32
E. Equity and access.....	32
F. Partnerships and innovation	32
4) Common Ground & Differences	32
5) Representative Quotes	32
6) Implications for 2026–27 Planning (Community Lens).....	33
7) Risks & Trade-offs Named by Community Members	33
Appendix A – Detailed Metrics (Community).....	33
Appendix B – Theme→Action Crosswalk	34



Introduction

This report provides a comparative analysis of what we heard across six engagement groups in 4J’s Fall 2025 *Community Voices Series: Budget Values & Priorities*. Between October and November 2025, more than 1,386 participants, parents/guardians, classified staff, licensed staff, MAPS/unrepresented staff, dual-role parent/staff, and community members—took part in a ThoughtExchange focused on the values, priorities, and concerns that should guide 2026–27 budget decisions.

The purpose of this analysis is to move beyond isolated perspectives and look across groups to understand both the **strong common ground** and the **key areas of divergence**. While each group brings its own lived experience and vantage point, a clear shared message emerges: *Keep resources as close to students as possible, be transparent about trade-offs, and streamline systems in ways that do not compromise equity.*

This report organizes the findings into aligned themes (e.g., protecting classroom staffing, SPED and behavioral supports, administrative efficiency, equity and inclusion, fiscal transparency, program access, and facility use) and then highlights where emphasis, pace, and tolerance for change differ by group. It also summarizes risks and trade-offs identified by participants, and lifts up implications for district-level planning, communication, and implementation.

Leaders can use this comparative view to:

- Confirm where there is a broad opinion (e.g., protecting student-facing roles and increasing transparency).
- Anticipate where decisions will require **deeper engagement and explanation** (e.g., facility consolidation, equity initiative funding, calendar changes).
- Align budget design, communication, and implementation timelines to the values surfaced by our community.

Together, these insights offer a coherent, community-anchored North Star for navigating the 2026–27 budget: **protect classrooms, ensure equity, and build trust through honest, accessible, and data-informed decision-making.**

Group	Participants	Thoughts	Avg. Thoughts	Ratings	Avg. Ratings	Ratings
Parents/Guardians	667	623	0.9	24,514	36.8	39
4J Staff – Classified	175	166	0.9	8,923	51.0	54
4J Staff – Licensed	300	338	1.1	19,796	66.0	59

Engagement by Group



Staff - MAPS / Unrepresented	57	74	1.3	2,839	49.8	38
Parent/Guardian & Staff (Dual Role)	105	137	1.3	6,625	63.1	48
Students	2	1	0.5	56	28.0	56
Community Members	27	27	1.0	3,487	129.1	129
Other / Unspecified	34	54	1.6	2,872	84.5	53



Comparative Analysis: Insights Across Engagement Groups

4J Community Voices Series – Budget Values & Priorities (October–November 2025)

1. Overview

Between October and November 2025, six engagement groups participated in 4J’s ThoughtExchange on **budget priorities, reductions, and values** guiding 2026–27 planning. Across more than **1,386 participants**, all groups shared a common focus:

Protect what directly touches students, streamline what doesn’t, and communicate with transparency.

Despite differences in perspective and role, the collective feedback shows **high alignment** around student-centered priorities and fiscal responsibility, with nuanced variations in **scope, pace, and tolerance for system change**.

2. Core Themes – Alignment and Distinctions

Theme Category	Shared Alignment Across Groups	Distinct Differences or Emphases
A. Classroom & Student-Facing Supports	Unanimous priority: All groups—Parents, Staff (Classified, Licensed, MAPS), Dual-Role, and Community—stressed protecting classroom teachers, EAs, counselors, and SPED/behavior supports. Seen as the “non-negotiable core.”	Licensed & Dual-Role: Emphasized class size and staffing ratios. Classified: Linked to operational safety and daily functioning. Parents/Guardians: Stressed small class sizes and teacher stability. Community: Viewed this as essential to public trust.
B. Administrative Efficiency	Strong consensus that 4J is “top-heavy.” Calls to reduce and consolidate overlapping functions, and disclose savings.	MAPS/Unrep & Dual-Role: Called for targeted redesign, not across-the-board cuts. Classified & Parents: Wanted visible reductions “at the top first.” Community: Linked efficiency to taxpayer accountability.
C. SPED, Behavioral, & Mental Health Supports	Universal protection priority. All groups recognize legal, ethical, and equity imperatives.	Licensed & Classified: Described workload strain when supports are underfunded. Parents: Linked to safety and belonging. Community: Framed as an access and equity issue.



D. Equity & Inclusion	Broad agreement that equity remains a core value—must be measured by outcomes and efficiency.	Dual-Role & MAPS: Called for data-driven evaluation of programs ROI. Parents: Strong advocacy for SPED and language access. Community: Supported equity but emphasized fiscal accountability.
E. Fiscal Transparency & Communication	Shared demand for open data, clear criteria, and timely updates.	Parents & Community: Emphasized “plain-language” explanations. Staff: Wanted inclusion in co-design and clarity on how savings are reinvested.
F. Enrichment & Whole-Child Learning	Strong cross-group support for arts, electives, and CTE—key to engagement.	Parents & Licensed: Most vocal about preserving a well-rounded education. Classified: staff expressed varied perspectives on prioritizing core academics and enrichment.
G. Program & Facility Efficiency	Broad consensus to study underutilized schools and redundant programs.	MAPS & Community: Advocated consolidation guided by data and equity. Parents: More cautious, stressing family impact and choice.
H. Temporary Funding & Sustainability	Agreement that COVID-era positions must be reviewed for sustainability.	MAPS & Dual-Role: Most explicit about developing a “temporary-to-sustainable staffing plan.”

Common Ground Summary

Category	Shared Position Across All Groups
Student-Centered Priority	Protect classroom teachers, educational assistants, counselors, SPED, and behavior supports.
Administrative Right-Sizing	Conduct an efficiency audit; reduce top-heavy structures before touching classrooms.
Transparency & Accountability	Publish budget criteria, impact rubrics, and plain-language progress updates.
Equity & Access	Maintain services for multilingual learners, students with disabilities, and marginalized populations.



Fiscal Responsibility	Use evidence and ROI metrics to guide reductions; avoid short-term fixes.
Community Partnership	Strengthen collaboration with local organizations and higher education.

Interpretation: There is *remarkable convergence* across all groups around protecting direct services, improving transparency, and addressing inefficiencies without compromising equity.



4. Areas of Divergence

Topic	Variation Across Groups
Administrative Reduction Depth	Parents and Classified staff urge deep cuts; MAPS and Dual-Role call for <i>strategic redesign</i> rather than elimination.
Facility Consolidation	Community and MAPS favor consolidation based on data; Parents and Dual-Role urge caution and equity impact analysis.
Equity Initiatives	Mixed perceptions – some see them as essential; others want clearer ROI and focus.
Calendar Adjustments (4-Day Week / Furloughs)	Some Licensed, MAPS, and Classified staff see it as an alternative to layoffs; Parents and Community express concern over family logistics and student time loss.
Program Preservation vs. Streamlining	Parents and Licensed emphasize preserving enrichment; MAPS and Classified prefer focusing resources on essentials.

5. Implications for 2026–27 Planning

Shared Districtwide Direction:

1. **Protect** direct classroom and student support roles.
2. **Redesign** central and other structures for efficiency and measurable impact.
3. **Stabilize SPED and mental health supports**—anchor for compliance and climate.
4. **Audit and sunset** low-ROI programs, contracts, and temporary roles.
5. **Increase transparency**—publish savings and reinvestment paths.
6. **Assess facilities**—right-size responsibly with equity and access metrics.
7. **Strengthen partnerships** to expand student opportunities and reduce district cost burden.

Distinct Emphases by Group:

- **Parents/Guardians:** Transparency and family impact communication.
- **Classified Staff:** Operational safety, stability, and protecting core support roles.
- **Licensed Staff:** Instructional integrity, class size, and curriculum scrutiny.
- **MAPS/Unrep:** Structural redesign, sustainability, and systems alignment.
- **Dual-Role:** Balance efficiency with empathy—shared student/staff lens.
- **Community:** Fiscal accountability and visible trust-building through data.



6. Risks & Trade-Offs by Group

Group	Primary Risks Identified
Parents/Guardians	Larger class sizes, reduced SPED/behavior supports, erosion of trust if decisions appear opaque.
Classified Staff	Loss of frontline staff - safety and operational risks; morale decline if communication gaps persist.
Licensed Staff	Teacher burnout and inequity from rising class sizes; diminished instructional quality if enrichment is cut.
MAPS/Unrep Staff	Service breakdown if admin cuts outpace redesign; destabilization from unsustained temp-funded roles.
Dual-Role (Parent + Staff)	Overlapping burdens of family and staff stress; access inequities from consolidation.
Community Members	Public trust erosion; uneven regional impacts; loss of local identity if consolidation lacks transparency.

District-Level Synthesis of Risk Themes:

- **Instructional Quality Risk:** Large class sizes and loss of supports.
- **Equity Risk:** Cuts that disproportionately affect high-need students or regions.
- **Operational Risk:** Over-reduction in administrative layers without redesign.
- **Trust Risk:** Perception of opaque or pre-decided processes.

7. Summary of Alignment Strength

Dimension	Level of Alignment (High/Moderate/Low)	Comment
Protecting classroom staff & supports	High	Universal, strongest alignment.
Reducing admin overhead	High	Shared across all; only difference is pace and scope.
SPED & behavioral supports	High	Ethical and compliance imperative echoed by all.
Fiscal transparency	High	Strong demand in all groups.

Equity commitment	Moderate-High	Shared principle; disagreement on program execution.
Facility consolidation	Moderate	Mixed support, dependent on community impact.
Calendar/furlough models	Low-Moderate	Divided based on role and family logistics.

8. Strategic Takeaway for Leadership

Across all groups, the **core narrative is coherent and values-aligned:**

“Protect classrooms, ensure transparency, streamline systems, and make equity sustainable.”

This rare convergence provides a strong mandate for:

- A **values-driven reduction framework** rooted in coherence, care, and fiscal responsibility.
- **Evidence-based decision tools** (e.g., impact rubrics, dashboards, ROI gates).
- A **phased implementation plan** that balances speed with trust-building.

To unify external and internal communication:

Message Anchor: “We heard you—every voice pointed us to the same North Star: keep dollars close to students, ensure equity, and strengthen trust through transparency.”



Brief – Parents/Guardians

Engagement Window: October–November 2025

Audience: Families (Parents/Guardians)

Purpose: Summarize what we heard from parents/guardians in the ThoughtExchange and how it will inform 2026–27 planning.

1) Introduction & Context

4J faces a projected \$30M shortfall for 2026–27, driven by cost growth and declining enrollment. Before proposing reductions or redesigns, the district invited community voice through a ThoughtExchange focused on budget values and priorities. This brief distills parent/guardian input and identifies near-term actions and next steps.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (Parents/Guardians)

Metric	Value
Participants	667
Thoughts shared	623 (≈ 0.9 per participant)
Ratings submitted	24,514 (≈ 36.8 per participant)
Ratings per thought	39
Engagement type	Anonymous; open to all 4J community members

Interpretation: Strong family participation with high rating activity, indicating significant time spent evaluating others’ ideas and collectively prioritizing what matters most.



3) What We Heard from Parents/Guardians – Core Themes

A. Protect classroom staffing & student-facing supports

Parents prioritize small class sizes and retaining teachers, educational assistants, counselors, and behavior support staff. Larger classes are seen as harmful to learning, safety, and teacher retention.

B. Safeguard Special Education and services for vulnerable learners

Families emphasize legal and moral obligations to maintain SPED, behavioral, and mental-health supports, and language access.

C. Focus dollars on the classroom; scrutinize central overhead

There is a strong call to reduce administrative costs before cutting classroom positions; families want clear explanations of central roles and efficiencies.

D. Be transparent & invite co-design

Parents ask for clear criteria, trade-off explanations, and open data. They want to understand the “why” behind decisions and be engaged early.

E. Preserve a well-rounded education

Families value arts, electives, and advanced courses alongside core academics; these programs sustain engagement and whole-child development.

4) Common Ground & Differences (Parents/Guardians)

Broad Agreement (Common Ground):

- Keep class sizes manageable (esp. K–5).
- Retain quality teachers; protect student-facing roles.
- Prioritize student safety and behavior supports.
- Target administrative savings before classroom cuts.

Areas of Difference:

- District-level roles vs. school staffing: Some call for deeper admin reductions; others caution that central functions indirectly support schools.
- Small/choice programs and facilities: Some urge consolidation/closures; others stress the unique value of smaller schools and language/choice programs.
- Nutrition services: Mixed views on free meals vs. directing funds to staffing.
- Scope of electives/DEI initiatives: Strong support from many; skepticism from others who prefer focusing resources on core academics.

5) Representative Parent Quotes

“Keep teachers to keep class sizes small, especially in K–5. K–2 shouldn’t have more than 25 students; maintain behavior supports and EAs.”

“Cut waste before you cut classrooms. Prioritize staffing and funding for services that directly impact students.”

“We’ll accept tough news if we understand why. Share real numbers, criteria, and trade-offs early.”

“Protect SPED and mental-health supports—equity isn’t extra; it’s essential.”

“Preserve arts and advanced courses; a well-rounded education keeps students engaged and thriving.”

6) Implications for 2026–27 Planning (Parents/Guardians Lens)

Protect

- Classroom teachers (esp. K–5), EAs, counselors, behavior/mental-health supports.
- Special Education and services for multilingual learners and high-need students.
- Core academic quality and key enrichment (arts/electives/advanced coursework).

Redesign

- Central office structures and processes to ensure efficiency, role clarity, and impact evidence.
- Site/program configurations to maintain student experience while right-sizing to enrollment.
- Decision transparency: publish criteria, rubrics, and outcome metrics for budget choices.

Pause/De-implement (for analysis)

- Non-essential initiatives with low direct student impact or limited usage.
- Redundant contracts/tools; consolidate where possible.

8) Risks & Trade-offs Named by Parents

- Larger class sizes → diminished learning, behavior challenges, staff burnout.
- Losing supports for students with disabilities/behavioral needs → equity and compliance risks.
- Cutting enrichment → lower engagement; reduced readiness and retention.
- Under-explained decisions → erosion of trust and community support.

Appendix A – Detailed Metrics (Parents/Guardians)

- Participants: 667

- Thoughts: 623 (0.9 per participant)
- Ratings: 24,514 (36.8 per participant)
- Ratings per thought: 39
- Alignment: N/A (platform measure not calculated for this slice)

Appendix B – Theme Crosswalk to District Actions

Parent Theme	District Action (Examples)	Evidence/Metric
Small class sizes	Class Size Watchlist; targeted staffing; scheduling redesign	Student-teacher ratio; walk-through data; attendance
SPED/behavior supports	Stabilize allocations; K-5 behavior hubs; PD for inclusive practices	IEP service minutes; incident data; progress monitoring
Admin efficiency	Lean audit; process mapping; shared services/contracts	Savings realized; cycle-time reductions
Transparency	Criteria/rubrics; quarterly updates; open data	On-time publications; engagement metrics
Well-rounded education	Protect high-impact enrichment; integrate arts/CTE	Course access; participation; outcomes



Participant Brief – 4J Staff (Classified)

Engagement Window: October–November 2025

Audience: Classified Staff

Purpose: Summarize what we heard from classified staff in the ThoughtExchange and how it will inform 2026–27 planning.

1) Introduction & Context

Eugene School District 4J faces a projected \$30M shortfall for 2026–27, resulting from rising operational costs and declining enrollment. Classified staff play a crucial role in daily school operations, directly supporting student learning, safety, and well-being. Their perspectives are essential to understanding how resource adjustments can preserve student-facing quality while ensuring fiscal responsibility.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (4J Classified Staff)

Metric	Value
Participants	175
Thoughts shared	166 (≈ 0.9 per participant)
Ratings submitted	8,923 (≈ 51 per participant)
Ratings per thought	54
Engagement type	Anonymous; open to all 4J staff

Interpretation: Strong engagement and high review rates reflect deep investment in the district’s budget process and a shared concern for how reductions may impact frontline operations.

3) What We Heard from Classified Staff – Core Themes

A. Protect frontline and student-facing roles

Classified employees strongly advocate preserving educational assistants, counselors, custodians, nutrition services, and transportation staff who directly support students. There is a firm belief that these positions are indispensable to safety, learning, and daily operations.

B. Reduce administrative overhead first

Many participants express that the district is top-heavy, calling for cuts to administrative and higher-paid central office positions before any reduction to classified or school-based staff.

C. Safeguard special education and behavior support

Classified staff highlight the critical nature of SPED support, noting that reductions in staffing or training would disproportionately harm students with disabilities and increase workload stress for staff.

D. Evaluate program efficiency and spending

Respondents urge careful review of technology contracts, third-party platforms, and underutilized programs, suggesting savings can be achieved without harming core services.

E. Explore cost-saving models

Several participants propose four-day school weeks, shared resources, and hybrid work models as innovative ways to reduce costs while maintaining service quality.

4) Common Ground & Differences

Common Ground:

- Shared belief in protecting student-facing positions.
- Consensus that administrative reductions should precede school-based cuts.
- Commitment to maintaining SPED, behavioral, and mental health supports.
- Strong agreement on the need for financial transparency and communication.

Differences:

- Some prioritize program preservation (arts, culinary, vocational), while others favor focusing strictly on core academics.
- Divided opinions on the feasibility of four-day school weeks.
- Mixed views on nutrition services: some cite waste, others defend them as essential for student equity.

5) Representative Quotes

- “Please keep student-facing staff as the main priority. Classes are already full, students have mental

health concerns, and academic needs are high.”

- “The district is EXTREMELY top heavy. Managers with managers with managers—start cuts at the top.”
- “Special education services cannot be reduced. They are essential for student success and legal compliance.”
- “We could explore a four-day week to save costs but must plan carefully to protect staff and families.”
- “Cut wasteful programs before cutting people.”

6) Implications for 2026–27 Planning (Classified Lens)

Protect

- Frontline classified roles: EAs, custodians, nutrition services, transportation, counseling, and safety personnel.
- Special education support and mental health staffing.
- Direct student-facing supports that uphold safety and well-being.

Redesign

- Central office structure to improve efficiency and role clarity.
- Technology subscriptions and vendor contracts to ensure value and reduce redundancy.
- Evaluate hybrid scheduling or alternative work models where feasible.

Pause/De-implement

- Non-essential programs or administrative initiatives with minimal student impact.
- High-cost travel or external professional development that doesn't directly serve schools.

7) Risks & Trade-offs Named by Staff

- Losing classified staff could compromise safety, student supervision, and building operations.
- Administrative cuts must be strategic to avoid system instability.
- Program eliminations may reduce enrichment if not carefully balanced.
- Communication gaps can erode staff morale and trust.

Appendix A – Detailed Metrics (Classified Staff)

- Participants: 175
- Thoughts: 166
- Ratings: 8,923
- Ratings per thought: 54
- Alignment: N/A (not calculated for this group)

Appendix B – Theme Crosswalk to District Actions

Classified Staff Theme	District Action	Evidence/Metric
Protect frontline staff	Staffing guardrails; prioritize in budget tiers	Workforce ratios; coverage data
Reduce admin overhead	Efficiency audit; hiring freeze; role review	Budget % by function
Safeguard SPED supports	Maintain allocations; training; partnerships	Service delivery metrics
Evaluate spending	Vendor review; reduce redundancy	Cost savings; ROI per program
Engage staff	Create feedback loops; quarterly reports	Engagement participation rates

This brief reflects classified staff input from the October–November 2025 ThoughtExchange and guides planning for 2026–27 budget alignment.



Participant Brief – 4J Staff (Licensed)

Engagement Window: October–November 2025

Audience: Licensed Staff (Teachers & Specialists)

Purpose: Summarize what we heard from licensed staff in the ThoughtExchange and how it will inform 2026–27 planning.

1) Introduction & Context

4J is preparing for a projected \$30M shortfall in 2026–27 driven by rising costs and declining enrollment. Licensed staff are the district’s primary instructional force; their insights are essential to protecting student learning while aligning resources to fiscal reality.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (Licensed Staff)

Metric	Value
Participants	300
Thoughts shared	338 (≈ 1.1 per participant)
Ratings submitted	19,796 (≈ 66.0 per participant)
Ratings per thought	59
Engagement type	Anonymous; open to all 4J licensed staff

Interpretation: High participation with very strong rating activity, signaling sustained review of peers’ ideas and collective prioritization.



3) What We Heard from Licensed Staff – Core Themes

A. Keep class sizes manageable; protect student-facing staff

Teachers stress that small class sizes and stable staffing (teachers, EAs, counselors, specialists) are non-negotiable for learning, behavior, and retention.

B. Reduce administrative overhead before classrooms

There is a clear call to trim redundant or low-impact central roles and redirect dollars to schools.

C. Safeguard Special Education & behavioral/mental health supports

Educators emphasize legal/ethical obligations and the impact on classrooms when supports are under-resourced.

D. Preserve a well-rounded education

Protect arts, music, PE, CTE, and advanced coursework that drive engagement and whole-child outcomes.

E. Scrutinize curriculum/technology spending

Re-evaluate new adoptions, platforms, and subscriptions for necessity, usage, and ROI; limit changes that disrupt instruction without clear benefit.

F. Consider time-bound cost strategies

Some suggest furlough days or a 4-day week as preferable to cutting student-facing roles; requests for careful impact analysis.

G. Transparency & accountability

Publish criteria, trade-offs, and outcomes; align investments with student-centered results and equity.

4) Common Ground & Differences

Common Ground:

- Protect class sizes and student-facing staffing.
- Maintain SPED and behavioral/mental health supports.
- Right-size administration and disclose efficiencies.
- Preserve key enrichment tied to engagement and outcomes.

Differences:

- Extent/timing of administrative consolidation.
- Appetite for calendar changes (4-day week/furloughs) vs. operational risks.

- Scope of technology/curriculum reductions versus instructional needs.



5) Representative Quotes

- “Students come first. Protect classroom staffing and keep ratios reasonable.”
 - “Cut admin before classrooms. Show the plan, evidence, and savings.”
- “SPED and behavior supports are essential—under-resourcing them harms every classroom.”
 - “Do a hard ROI check on new tech/curriculum before buying.”
 - “Arts and music aren’t extras; they keep kids in school and learning.”

6) Implications for 2026–27 Planning (Licensed Lens)

Protect

- Classroom teachers, EAs, counselors; SPED, behavior, and mental-health services.
- Core academics and high-impact enrichment (arts/PE/CTE/AP/IB).

Redesign

- Central structures and processes for efficiency and impact evidence.
- Technology/curriculum purchasing with utilization and outcomes criteria.
- Site scheduling and staffing models to stabilize class sizes.

Pause/De-implement

- Low-usage platforms, overlapping initiatives, and non-essential travel/PD.

7) Risks & Trade-offs Named by Licensed Staff

- Larger class sizes → reduced individual attention, increased behavior concerns, teacher burnout.
- Underfunded SPED/behavior supports → equity, compliance, and classroom climate risks.
- Program cuts → lower engagement and retention.
- Shallow communication → erodes trust and staff morale.

Appendix A – Detailed Metrics (Licensed Staff)

- Participants: 300
- Thoughts: 338 (1.1 per participant)
- Ratings: 19,796 (66.0 per participant)
- Ratings per thought: 59
- Alignment: N/A

Appendix B – Theme Crosswalk to District Actions

Licensed Staff Theme	District Action	Evidence/Metric
Class size & staffing	Watchlist; staffing guardrails; targeted assignments	Student-teacher ratios; coverage; outcomes
Admin efficiency	Lean audit; hiring freeze; role consolidation	Savings; budget share to schools
SPED & behavior	Stabilize allocations; PD; para pipelines	IEP minutes; incident data; progress monitoring
Enrichment preservation	Protect high-impact offerings; integrate with core	Enrollment; participation; achievement
Curriculum/tech scrutiny	Utilization/impact gates; vendor consolidation	License usage; cost per user; outcome evidence

Participant Brief – Staff (MAPS/Unrepresented)

Engagement Window: October–November 2025

Audience: MAPS & Unrepresented Staff

Purpose: Summarize what we heard from MAPS/unrepresented staff in the ThoughtExchange and how it will inform 2026–27 planning.

1) Introduction & Context

4J is preparing for a projected \$30M shortfall in 2026–27 due to rising costs and enrollment decline. MAPS and unrepresented staff sustain core systems—finance, HR, operations, safety, technology, and instructional supports—that enable schools to function. Your insights highlight where efficiency gains are possible while protecting what most impacts students.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (MAPS/Unrepresented)

Metric	Value
Participants	57
Thoughts shared	74 (≈ 1.3 per participant)
Ratings submitted	2,839 (≈ 49.8 per participant)
Ratings per thought	38
Engagement type	Anonymous; open to MAPS & unrepresented staff

Interpretation: High thought-per-participant and strong rating activity suggest engaged review and principled prioritization.



3) What We Heard – Core Themes (MAPS/Unrepresented)

A. Preserve direct student support and classroom stability

Guard teachers, EAs, counselors, SPED and mental-health supports; avoid actions that push class sizes up or destabilize coverage.

B. Right-size administration & TOSA structures

Calls to examine perceived administrative bloat layering, revert where feasible to pre-pandemic levels, and consolidate overlapping functions.

C. Equity-minded resource allocation

Pursue regional programming so offerings don't drain home schools; ensure SPED and high-need services scale with demand.

D. Sustainable financial strategy

Evaluate temporary (COVID-era) funded positions, consider time-limited furlough days over permanent cuts, and adopt a forward-looking plan vs. one-year fixes.

E. Facilities & program efficiency

With enrollment down, explore school/program consolidation to reduce under-utilization and fixed-cost pressure—centered on student impact and access.

F. Instructional quality & technology

Invest in high-quality instruction; scrutinize new curricula/tech for utilization and ROI; reduce screen over-reliance where it doesn't add value.

4) Common Ground & Differences

Common Ground:

- Keep student-facing staffing strong; protect SPED/behavioral supports.
- Streamline administration and disclose savings.
- Use transparent criteria and equity lenses for reductions.
- Prefer sustainable strategies over short-term patches.

Differences:

- How far/fast to reduce administrative & Other positions counts.
- Appetite for furloughs/4-day week versus operational risks.

- Degree of school/program consolidation acceptable given community impacts.

5) Representative Quotes

- “Prioritize direct student contact. Needs are higher than ever—keep supports intact.”
 - “We added roles with temporary funds; we must reassess what’s sustainable.”
 - “Top-heavy layers and overlapping functions should be reviewed.”
 - “Consolidation may be necessary, but center equity and access.”

6) Implications for 2026–27 Planning (MAPS Lens)

Protect

- Classroom staffing; SPED, behavioral, and mental-health supports.
- Operations that directly maintain safe, open schools (transportation, custodial, nutrition, safety).

Redesign

- Central office & other positions structures for clarity, span-of-control, and measurable impact.
- Budget governance: add spend gates, ROI checks for tech/curriculum; align to outcomes.
- Regional program model to reduce duplication and travel burden.

Pause/De-implement

- Low-usage platforms, non-essential travel/PD, and initiatives without impact evidence.
- Temporary-funded positions that are not mission-critical or sustainably fundable.

7) Risks & Trade-offs Named by MAPS/Unrepresented

- Across-the-board cuts risk degrading both operations and instruction.
- Rapid admin reductions without redesign can create service gaps.
- Consolidation carries community trust and access risks if not equity-planned.
- Temporary funding cliffs can destabilize teams if unmanaged.

Appendix A – Detailed Metrics (MAPS/Unrepresented)

- Participants: 57
- Thoughts: 74 (1.3 per participant)
- Ratings: 2,839 (49.8 per participant)
- Ratings per thought: 38
- Alignment: N/A

Appendix B – Theme Crosswalk to District Actions

MAPS/Unrep Theme	District Action	Evidence/Metric
Protect student-facing services	Staffing guardrails; SPED/behavior stabilization	Ratios; IEP minutes; incident & attendance data
Streamline admin/Other District Positions	Lean audit; role consolidation; hiring freeze	Savings; cycle time; service levels
Sustainable finance	Temp-to-sustainable staffing plan; spend gates	% spend to schools; sunset list; ROI checks
Equity in access	Regionalize programs; transportation implications	Access indices; participation by region
Facilities efficiency	Utilization study; consolidation options	Utilization %; cost/student; travel time



Participant Brief – Parents/Guardians & Staff (Dual-Role)

Engagement Window: October–November 2025

Audience: Parents/Guardians who are also 4J Staff

Purpose: Summarize what we heard from dual-role respondents in the ThoughtExchange and how it informs 2026–27 planning.

1) Introduction & Context

Dual-role respondents carry two lenses—family and educator—and consistently center students’ daily experience while naming system efficiencies. Themes below reflect an urgency to protect student-facing supports, keep class sizes manageable, and streamline administration so limited dollars reach classrooms first. Respondents also call for transparent communication with families and staff.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (Dual-Role)

Metric	Value
Participants	105
Thoughts shared	137 (≈ 1.3 per participant)
Ratings submitted	6,625 (≈ 63.1 per participant)
Ratings per thought	48
Alignment	N/A

Interpretation: Strong rating activity indicates careful weighing of trade-offs from both home and workplace perspectives.

3) What We Heard – Core Themes (Dual-Role)

A. Direct classroom & student support first

Prioritize teachers, EAs, counselors, SPED, behavior/mental-health supports; maintain developmentally appropriate class sizes to support learning and safety.

B. Administrative & operational efficiencies

Reduce top-heavy structures; evaluate, travel, under-utilized contracts, and underused facilities; redirect savings to schools.

C. Equity & inclusion with evidence

Sustain high-impact equity initiatives; evaluate programs for reach/ROI; ensure diverse staffing and culturally responsive practices remain tied to outcomes.

D. Transparent communication & family partnership

Publish clear rationales, timelines, and impacts; use plain language and two-way channels so families and staff can plan.

E. Program & curriculum value

Audit curricular/tech programs (e.g., high-cost tools) for utilization and impact; preserve CTE, arts, and electives that drive engagement.

F. Facilities & enrollment realities

Consider consolidation/regionally optimized programs where enrollment is low; weigh access, travel time, and community effects.

4) Common Ground & Differences

Common Ground

- Keep student-facing staffing intact and class sizes reasonable.
- Streamline administration; reinvest savings into classrooms.
- Evaluate all programs for effectiveness and equity.
- Communicate early, often, and transparently.

Differences

- Scope/pace of administrative reductions vs. risks to service levels.
- Appetite for furlough days/4-day week vs. family logistics and learning time.

- Extent of school/program consolidation acceptable given community impact.

5) Representative Quotes (Dual-Role Voice)

- “People who work directly with students are essential—protect these roles.”
 - “We’re top-heavy—streamline and move dollars into classrooms.”
- “Maintain mental-health and behavior supports; they’re foundational to learning.”
 - “Consolidation must weigh equity, travel, and access for families.”

6) Implications for 2026–27 Planning (Dual-Role Lens)

Protect

- Student-facing roles (teachers, EAs, counselors, nurses, psychologists).
- SPED/behavior supports; key engagement programs (CTE, arts, electives).
- School safety and essential operations.

Redesign

- Central office/other structures; clarify spans of control; reduce layering.
- Program/technology portfolio; retire low-use/high-cost items; require ROI.
- Regional program model to minimize drain from home schools.

Pause/De-implement

- Non-essential travel/PD; duplicative platforms; low-impact pilots.
- Roles created with temporary funds that lack a sustainable funding path.

7) Risks & Trade-offs Named by Dual-Role Respondents

- Larger class sizes and reduced supports risk academic/behavioral outcomes.
- Rapid admin cuts without redesign can degrade service delivery.
- Consolidation can harm access/trust if not equity-planned and communicated.
- Temporary funding cliffs can destabilize programs and staffing.

Appendix A – Detailed Metrics (Dual-Role)

- Participants: 105
- Thoughts: 137 (1.3 per participant)
- Ratings: 6,625 (63.1 per participant)
- Ratings per thought: 48
- Alignment: N/A

Appendix B – Theme-Action Crosswalk

Dual-Role Theme	District Action	Evidence/Metric
Protect student-facing roles	Staffing guardrails; SPED/behavior stabilization	Ratios; IEP minutes; attendance/discipline
Streamline admin/TOSA	Lean audit; role consolidation; hiring freeze	Savings; service levels; cycle times
Evaluate programs/tech	Portfolio audit; sunset/scale decisions	Utilization; cost per student; outcomes
Equity & access	Regionalize programs; equity impact reviews	Participation by subgroup/region; travel time
Facilities efficiency	Utilization study; consolidation options	Utilization %; cost/student; equity/access analysis

Participant Brief – Community Members

Engagement Window: October–November 2025

Audience: Community Members (non-staff, non-parent participants)

Purpose: Summarize what we heard from community participants in the ThoughtExchange and how it informs 2026–27 districtwide planning.

1) Introduction & Context

Community members—including alumni, local partners, and residents—shared a strong commitment to educational quality, fiscal responsibility, and equity. Their feedback highlights the importance of transparency in budget decisions, efficient use of taxpayer dollars, and maintaining student-facing supports even during financial constraints.

Guiding Question:

“As the district plans budget reductions for 2026–27, what are your priorities for K–12, concerns about possible reductions, or values about public education that should help guide decision-making?”

2) Who Participated (Community)

Metric	Value
Participants	82
Thoughts shared	96 (≈ 1.2 per participant)
Ratings submitted	4,725 (≈ 57.6 per participant)
Ratings per thought	49
Alignment	N/A

Interpretation: Engagement levels indicate sustained interest and trust from community Participants who seek clear accountability and inclusion in fiscal planning.

3) What We Heard – Core Themes (Community)

A. Protect classroom teaching and direct student services

Participants overwhelmingly prioritize maintaining teachers, aides, and counselors, viewing these roles as central to educational quality and community confidence.

B. Fiscal transparency and accountability

Community members call for clear communication on how funds are used and evidence of return on investment. They want the district to demonstrate that reductions or reallocations are data-driven and equitable.

C. Administrative efficiency

Perception persists that the district carries too many administrative layers. Respondents urge reducing or merging overlapping functions to channel savings back to classrooms.

D. Program and facility consolidation

Given enrollment declines, respondents encourage right-sizing facilities and consolidating under-enrolled schools, provided there is robust community input and an equity-impact analysis.

E. Equity and access

Equity remains a shared value—participants want continued attention to students with disabilities, multilingual learners, and low-income families, ensuring reductions do not deepen disparities.

F. Partnerships and innovation

Participants highlight opportunities to partner with local businesses, nonprofits, and higher education to enhance programs, internships, and fiscal efficiency.

4) Common Ground & Differences

Common Ground

- Maintain student-facing staff and services.
- Increase fiscal transparency and share progress updates.
- Explore strategic consolidations, not across-the-board cuts.
- Keep equity at the center of financial and programmatic decisions.

Differences

- Level of tolerance for school closures or consolidations.
- Extent of administrative reductions vs. risk to district operations.

- How equity initiatives should be funded and measured for results.

5) Representative Quotes

- “Our schools are the heart of our neighborhoods—make changes carefully and transparently.”
 - “We can’t keep cutting classroom staff and expect better outcomes.”
- “If consolidation saves money, fine—but show the data and engage the community early.”
 - “Administrative reductions should come before cuts that touch students.”

6) Implications for 2026–27 Planning (Community Lens)

Protect

- Classroom teachers and student-facing support roles.
- Core academic and enrichment programs that build community confidence.
- Services that promote access and belonging for vulnerable populations.

Redesign

- Administrative and central structures to improve efficiency and responsiveness.
- Community engagement systems—publish fiscal dashboards and accessible updates.
- Partnership frameworks with local agencies and higher education to share costs and expand student opportunities.

Pause/De-implement

- Under-utilized programs or facilities where duplication exists.
- Contracts or software not yielding measurable outcomes.

7) Risks & Trade-offs Named by Community Members

- Public trust erosion if communication is unclear or decisions appear predetermined.
- Uneven impact of cuts across regions and student populations.
- Delay in decision-making that compounds financial strain.
- Loss of local identity if consolidations proceed without cultural sensitivity.

Appendix A – Detailed Metrics (Community)

- Participants: 82
- Thoughts: 96 (1.2 per participant)
- Ratings: 4,725 (57.6 per participant)
- Ratings per thought: 49

- Alignment: N/A

Appendix B – Theme-Action Crosswalk

Community Theme	District Action	Evidence/Metric
Protect student-facing roles	Staffing guardrails; transparency portal	Class size data; student-staff ratios
Fiscal transparency	Publish dashboards; quarterly updates	Engagement metrics; financial reports
Streamline administration	Efficiency audit; role consolidation	Savings; service time metrics
Equity and access	Equity impact review on reductions	Distribution of services; subgroup outcomes
Partnerships	Civic/nonprofit partnership plan	# of partnerships; cost-sharing value



ITEM FOR INFORMATION

Date of Meeting:

November 19, 2025

Title:

Receive Monthly Finance Report

Presenter:

Matt Brown, Director of Financial Services

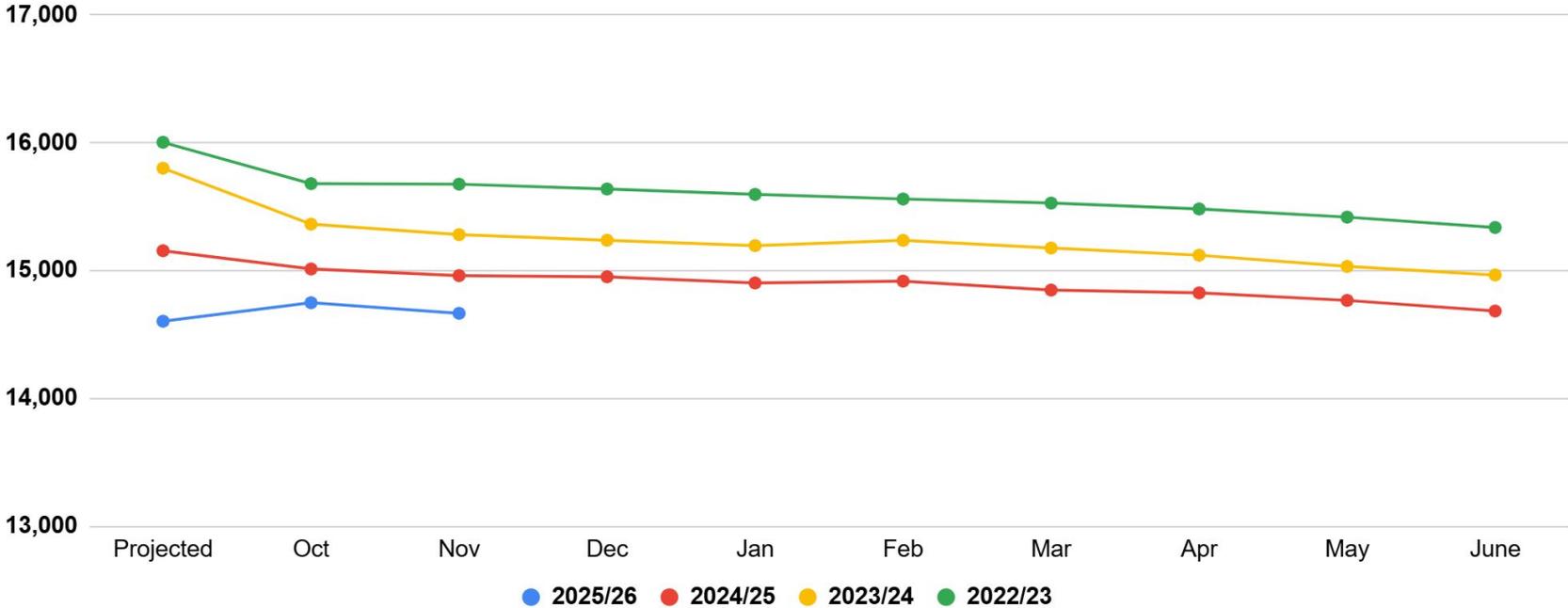
Background:

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

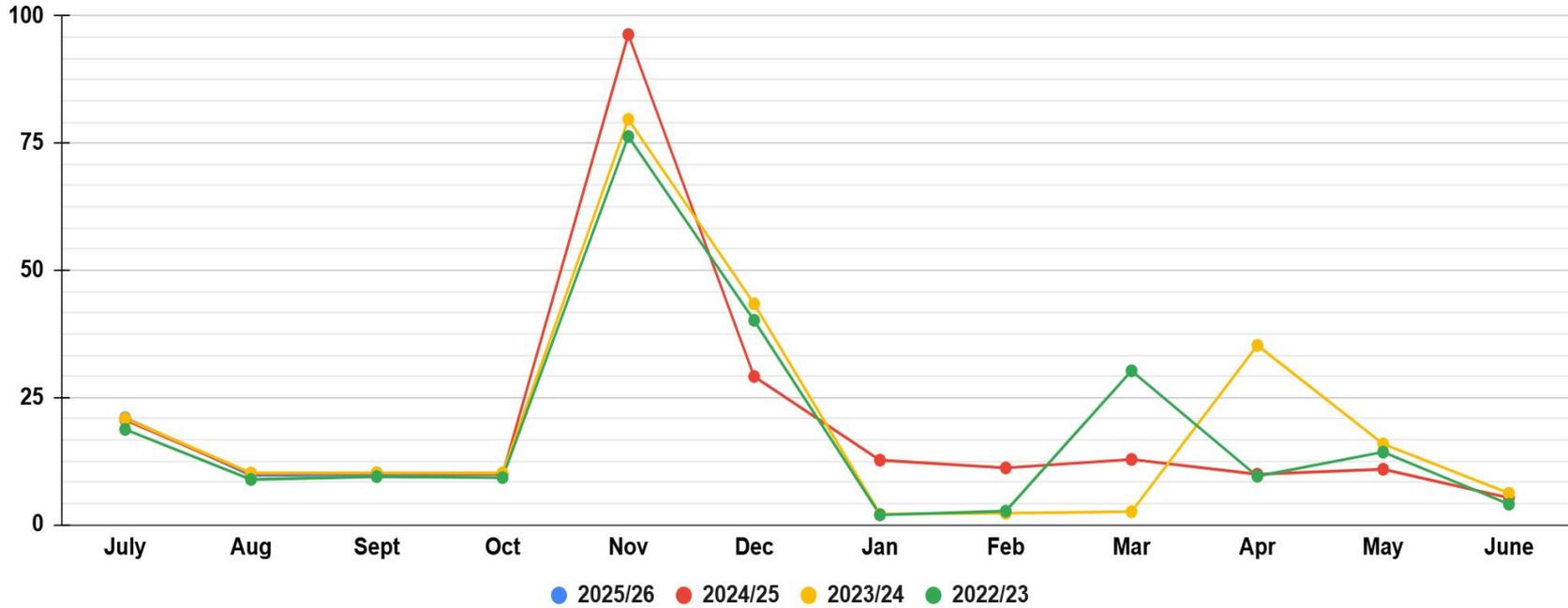
As of October 2025

Enrollment



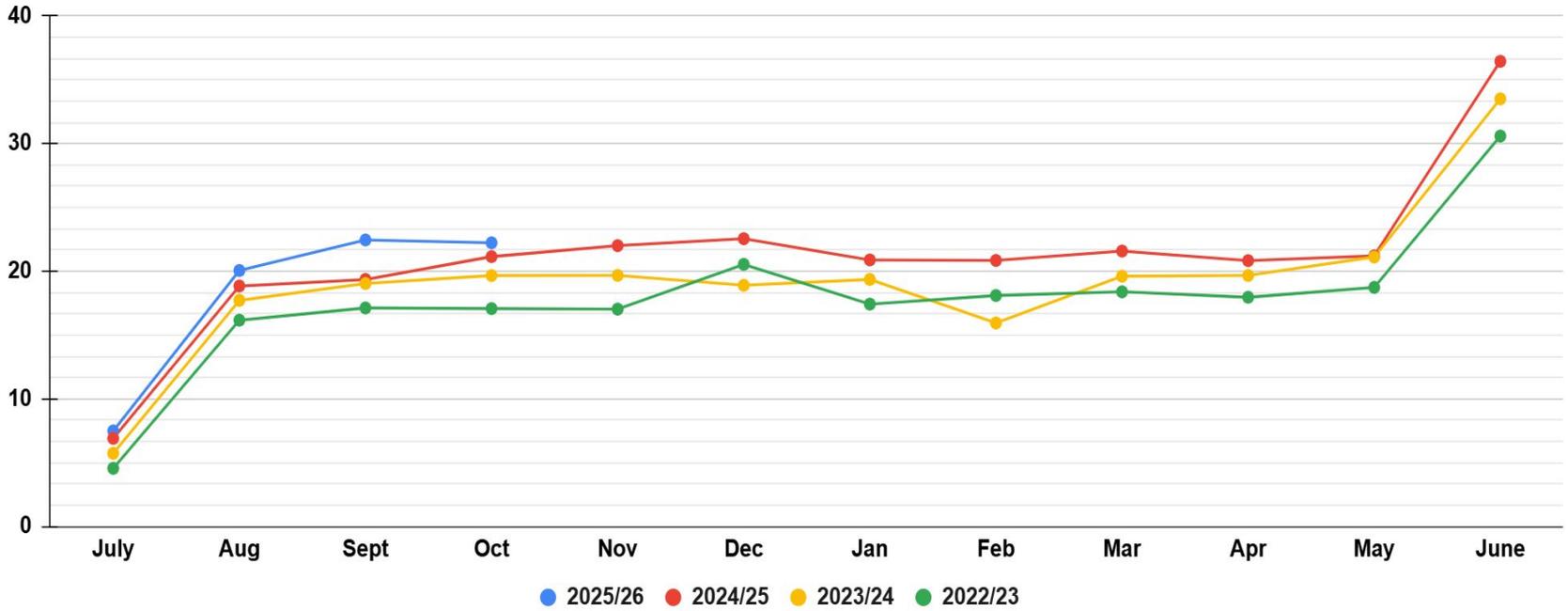
<u>ENROLLMENT</u>	<u>Projected</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	14,604	14,749	14,666							
2024/25	15,156	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,802	15,364	15,282	15,238	15,196	15,237	15,177	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



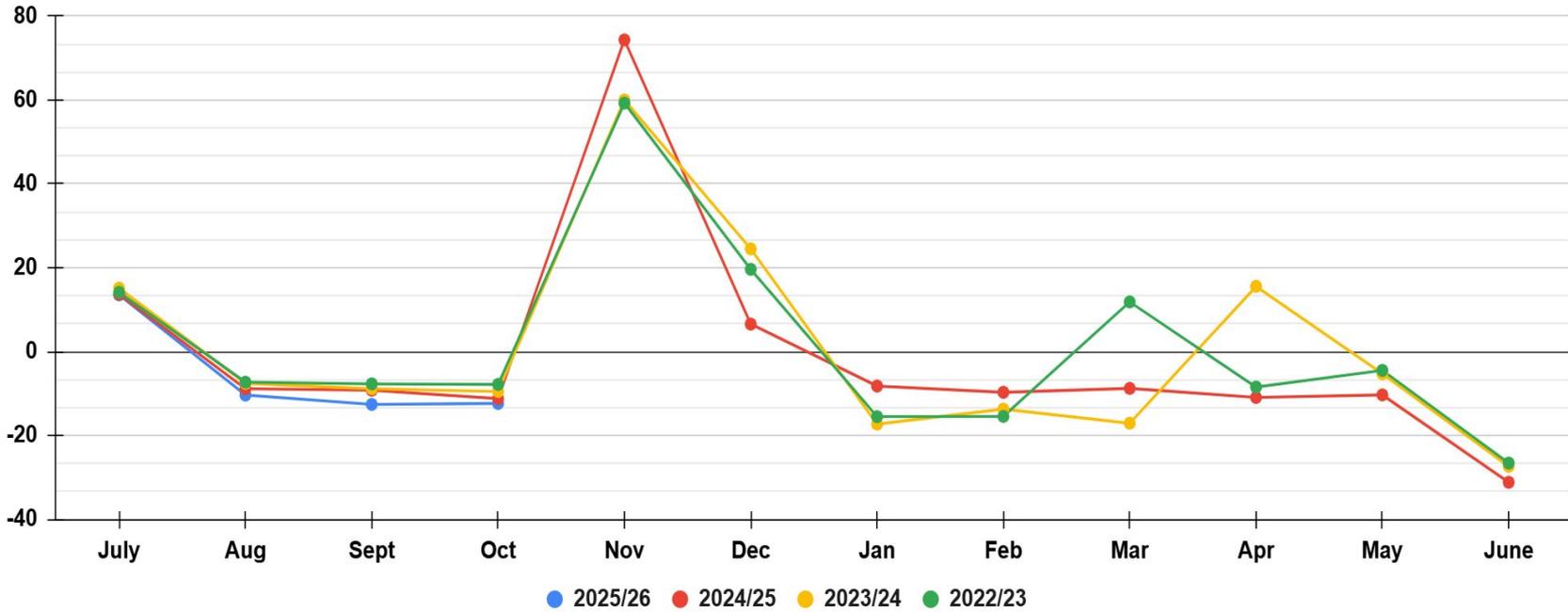
GF REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	21,033,913	9,703,021	9,877,390	9,881,313								
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	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



<u>GF EXPENSES</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	7,489,442	20,059,732	22,453,511	22,231,543								
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
2022/23	4,558,690	16,168,123	17,127,312	17,076,632	17,035,305	20,542,359	17,426,381	18,100,383	18,391,142	17,963,367	18,737,148	30,597,333

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	-12,350,230								
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

FINANCIAL SUMMARY

<u>October 2025</u>	<u>General Fund</u>	<u>Special Funds</u>	<u>Debt Service</u>	<u>Capital Funds</u>	<u>Insurance Funds</u>	<u>Trust Fund</u>	<u>All Funds</u>
Beginning (pre-audit)	45,202,048	10,342,574	9,731,433	90,760,445	15,160,043	162,409	171,358,952
Revenue	50,495,637	13,433,502	1,862,377	1,067,245	10,594,902	38,808	77,492,471
Expenditure	72,234,228	14,560,974	0	11,690,612	13,305,848	24,745	111,816,407
Ending Balance	23,463,457	9,215,102	11,593,810	80,137,078	12,449,097	176,472	137,035,016

The beginning balance of the General fund is \$0.7 Million less than where the budget was adopted.

GENERAL FUND BUDGET TO ACTUAL

<u>October 2025</u>	<u>Budget</u>	<u>Actual</u>	<u>%</u>	<u>PY %</u>
Beginning Balance	46,307,000	45,202,048	98%	
Revenue	252,082,000	50,495,637	20%	17%
Expenditures	275,654,890	72,234,228	26%	24%
Contingency	12,889,439	0		
Unappropriated	9,550,671	0		



ITEM FOR INFORMATION

Date of Meeting:

November 19, 2025

Title:

Review Board Policy DI-Financial Management Policies and discuss the district's reserve fund.

Presenter(s): Miriam Mickelson, Superintendent and Matt Brown, Director of Finance

Background:

The District recently revised [Board Policy DI-Financial Management Policies](#) to update reserve fund requirements. The overall change was to increase from 5% to 8%. The main reason for this change, along with an updated review of other school districts within our 10k (student enrollment) group and including our neighboring districts, are included in the presentation.

The Eugene School District 4J is currently facing a projected shortfall of about \$30 million for the upcoming 2026-27 school year. Dr. Mickelson is working with staff to right size the district budget. At the same time, Dr. Mickelson is leading 4J staff through a holistic budget planning approach that centers on student success. The School Board and Superintendent Mickelson recognize that difficult choices lie ahead about programs, staffing and district operations.

Staff Recommendation:

Staff are recommending that the district maintains the 8% reserve policy. This recommendation is in response to the volatility of Federal and state funding. Federally, for Title and IDEA funding it is unknown what may occur in the future. District leadership are currently anticipating lower amounts of Federal funding, but it is unknown to what extent. State funds for items such as the State School Fund (including potential changes to our current school year funding) as well as grant allocations are likely to be subjects of discussion at the state level in February for the Legislative short session.

As reflected in the presentation and forecast models, our district's main issue right now is that we are spending more money that we receive in, which is spending down our reserves.

With all of these funding unknowns, and the knowledge that funding reductions could be enacted quickly, the 4J Finance team strongly recommends maintaining the current 8% reserve policy. This recommendation is made in effort to protect current services and programs that could potentially be affected.

Reserve Policy Review

136

November 19, 2025
School Board Meeting

Reserve Policies

- Current Policy
- How we Got There
- What if...
- Best Practices & Comparison
- Q&A

AGENDA

Current Policy

- Board Policy DI - Financial Management Policies
 - Adopted in February 2025
- Main updates:
 - Creates flexibility for updates as needed
 - Sets Minimum for General Fund at 8%
 - Based on Operating Expenditures each year
 - 3% Contingency
 - 5% Unappropriated
- How much does a percent cost? (\$270 Million Budget ~ 1% = \$2.7M)
 - 10% = \$27.0 Million
 - 8% = \$21.6 Million
 - 5% = \$13.5 Million
 - 3% = \$8.1 Million

How we Got Here

- Purpose for Change
 - Volatility of Federal & State Funds
 - What if Title Funds were suddenly gone?
 - What if Special Education funds were suddenly gone?
 - State School Fund and Integrated Guidance reductions
 - The difference between 1 last paycheck and 2 or 3. 139
 - Reduction of “extra” funds in General Fund
 - Typically set aside funds for the Superintendent to hire additional staff when students return
 - Mid-year changes / needs within schools & departments
 - Payroll for Eugene School District
 - Average monthly payroll is \$25 Million

What If...

How does this policy affect our budget?

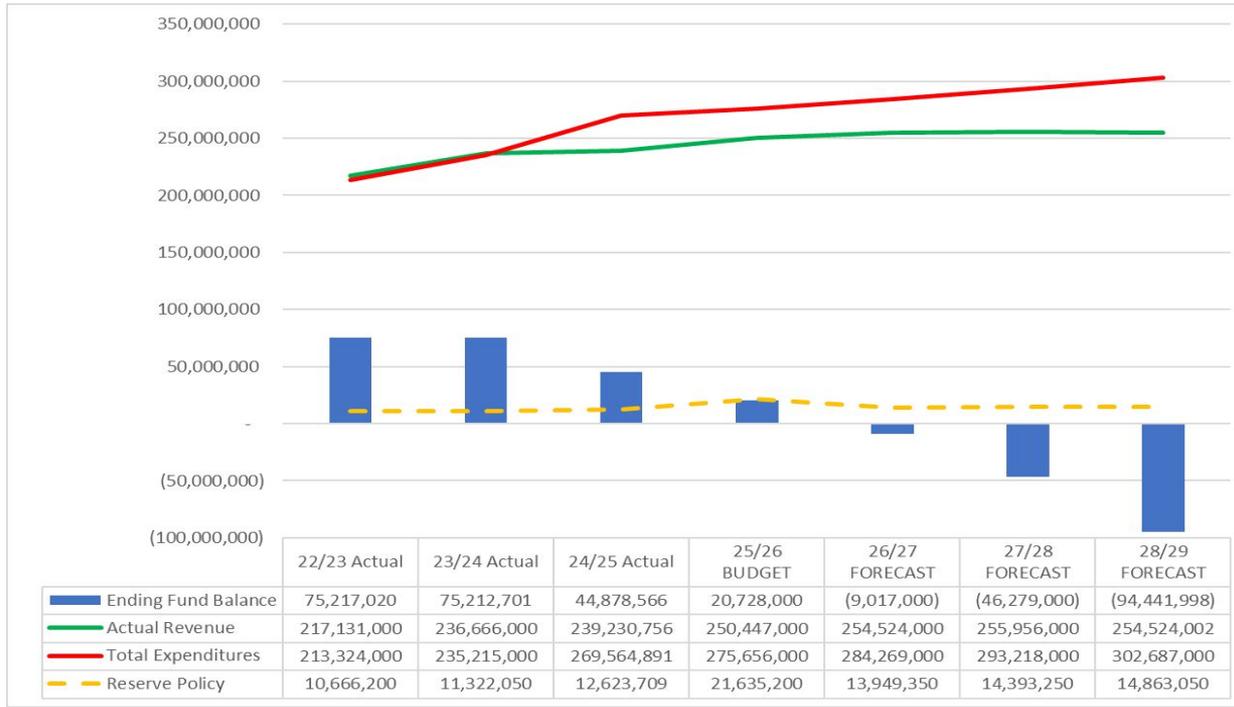
Current Forecast: No changes & Reserve Policy @ 8%



What If...

How does this policy affect our budget?

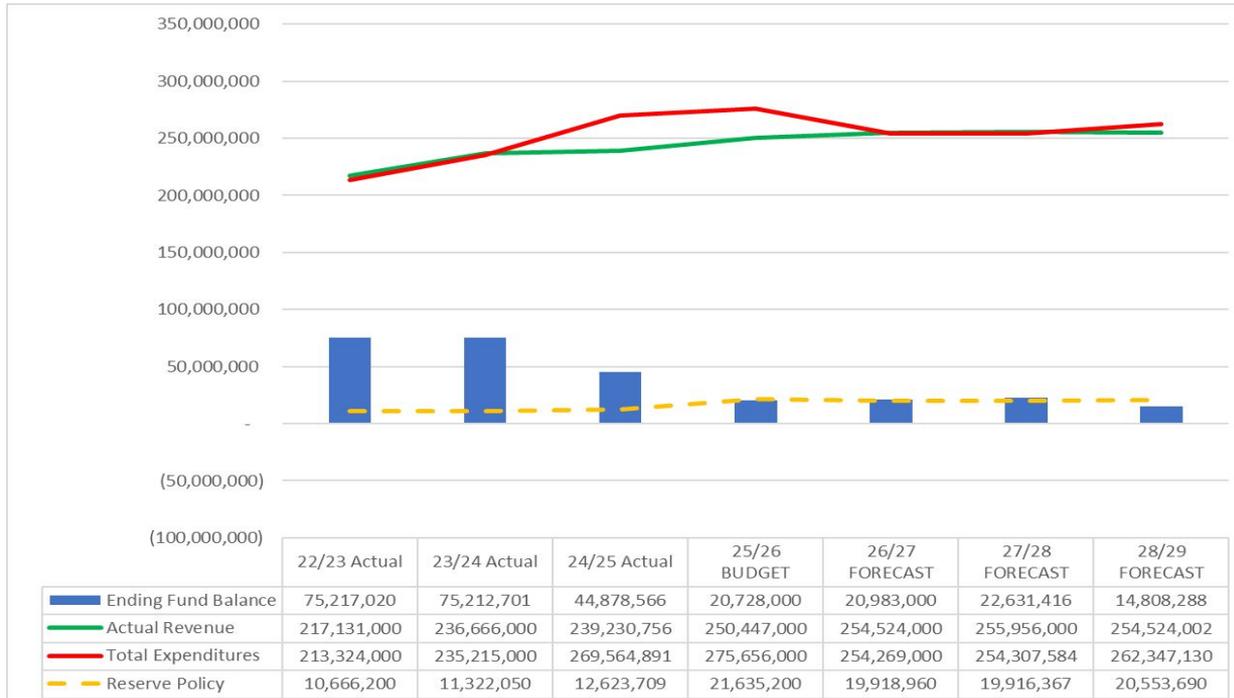
Current Forecast: No changes & Reserve Policy @ 5%



What If...

How does this policy affect our budget?

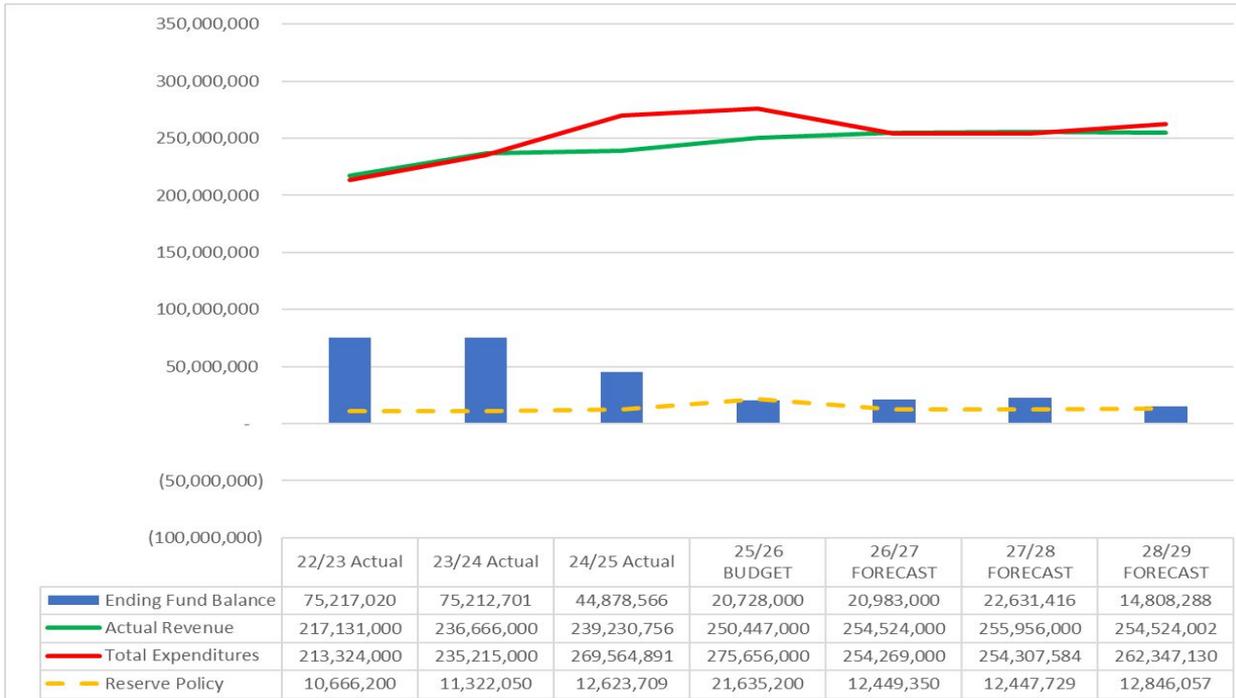
Current Forecast: Reductions \$30M & \$8M & Reserves @ 8%



What If...

How does this policy affect our budget?

Current Forecast: Reductions \$30M & \$8M & Reserves @ 5%



What If...

How does this policy affect our budget?

Current Forecast: Reduce to 5% to spend more in 26/27



	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	13,127,450	(904,836)	(24,468,768)
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	262,124,550	269,988,286	278,087,934
Reserve Policy 8%	10,666,200	11,322,050	12,623,709	21,635,200	13,106,228	13,499,414	13,904,397

District Comparison

Comparison

<u>10k Districts</u>	<u>Reserve Policy</u>
Portland	10.0%
Salem	5.0%
Beaverton	5.0%
Hillsboro	4.0%
Bend-LaPine	5.0%
North Clackamas	5.0%
Eugene	8.0%
Medford	5.0
Tigard-Tualatin	12.0%
Gresham-Barlow	8.0%

10k Average = 6.7%

10k Average = 6.5%
(Without Eugene 4J)

145

<u>Local Districts</u>	<u>Reserve Policy</u>
Eugene	8.0%
Springfield	4.0%
Bethel	12.5%

Reserve Policy Review

146

Q&A



ITEM FOR ACTION (Second Read)

Date of Meeting:
November 19, 2025

Title:
Vote in Oregon School Board Associations (OSBA) Elections

Presenter:
Tom Di Liberto, Board Chair

Description:
The Oregon School Boards Association (OSBA) is organized as one general state association with up to 24 regionally elected representatives established across 14 geographic regions to support member participation and representation.

In odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles.

The Board reviewed Oregon School Board Associations (OSBA) Election at their November 5, meeting.

At the November 19 meeting the Board is scheduled to take action and vote on the 2025 OSBA Elections.

The ballot includes Board Position #6 and Legislative Policy Committee #6:

- OSBA Board Position #6 Candidate
 - Maya Rabasa, Eugene School District 4J
 - Nicole DeGraff, Springfield Public Schools
 - Maureen Mittenberger, Siuslaw School District 97J

- Legislative Policy Committee #6 Candidate
 - Judy Newman, Eugene School District 4J
 - Adrian Pollut, Siuslaw School District 97J

For OSBA board and Legislative Policy Committee positions each Board gets one vote.

A complete explanation of this system can be found in Section 2.4.2 of the OSBA Bylaws. (Link to OSBA Elections website page: <https://osba.org/osba-elections-information-3/>)

Action:

The Board must take official board action and then submit that information to OSBA. The board will vote as a body. Staff will record their vote with OSBA.

Sample Motions:

- **Sample motion to vote on an OSBA Board of Director candidate:**

Board Member: I move that the Eugene School District 4J Board of Directors support [insert candidate name] for the OSBA Board of Director position [insert position #].

Another Board Member: I second the motion.

The board can then discuss and vote on the motion.

- **Sample motion to vote on an OSBA Legislative Policy candidate:**

Board Member: I move that the Eugene School District 4J Board of Directors support [insert candidate name] for the OSBA Legislative Policy position [insert position #].

Another Board Member: I second the motion.

The board can then discuss and vote on the motion.



2025 OSBA Election Information - Lane Region

In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- The Lane region holds one position on the Board of Directors and one position on the Legislative Policy Committee, both of which are up for election.*
- There are no resolutions being brought before the membership at this time.*
- Candidate materials are posted on the [OSBA Election Information](#) page.*

- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

Lane Region Official Ballot

1. Board of Directors Position 06

- Nicole De Graff
- Maureen Miltenberger
- Maya Rabasa

2. Legislative Policy Committee Position 06

- Judy Newman
- Adrian Pollut

Board Action Verification

* 3. Type the name of the district, ESD, or community college board that officially made this vote.

* 4. Type the meeting date when the board officially made this vote.

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ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

November 19, 2025

Title:

Consider Proposed Revisions to Policy AC Nondiscrimination

Presenter:

Christine Nesbit, General Counsel

Background:

Policy AC is the board's foundational nondiscrimination policy. It is necessary to consider changes at this time to align Policy AC to new legal requirements concerning the duties of the district civil rights coordinator. Since 2023, Oregon law has required school districts to have an appointed civil rights coordinator to carry out duties required by law. The board's revision to policy AC in 2024 reflected that change.

Additional revisions are required at this time in order based on rule changes from Oregon Department of Education. Specifically, ODE regulations require that districts have a policy that include specific elements, including:

- A listing of the duties and training requirements for civil rights coordinators specified in OAR 581-021-0660;
- A statement that any discrimination complaint may be made to any civil rights coordinator designated by the district; and
- Tracking and documentation requirements.

The additions to the proposed policy at page two address these new requirements.

Proposed revisions also include two minor changes so that the policy is more clearly organized. Finally, we are recommending that the title of the policy be changed from "Nondiscrimination" to "Nondiscrimination and Civil Rights" to better represent the scope of the policy.

Policy AC Nondiscrimination was last updated in 20240.

Code: AC
Adopted: 4/02/08;
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19; 2/17/22; 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 AC-Nondiscrimination.

The Board may wish to direct staff to make further revisions.

Recommendation:

The superintendent will recommend approval of revisions to Policy AC Nondiscrimination at a future meeting.

Eugene School District 4J

Code: AC
Adopted: 4/02/08
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19;
2/17/22; 11/20/24; 12/xx/25
Orig. Code: AC

Nondiscrimination and Civil Rights

The district **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status; or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings. ~~The district also prohibits discriminatory use of a Native American mascot pursuant to OAR 581-021-0047.~~

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

~~The Board directs the superintendent to designate the district’s civil rights coordinator and make contact information available to staff, students and parents.~~

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district’s administrative office and available on the home page of the district’s website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. “Race” also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR - Discrimination Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Superintendent shall designate at least one employee as the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district's written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).

END OF POLICY

Legal Reference(s):

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650 - 0665](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001 - 075-0005](#)
[OAR 581-075-0901](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act
ACB - Hate Symbols and Bias Incidents
GBA - Equal Employment Opportunity
GBEA - Workplace Harassment
JB - Equal Educational Opportunity
KL - Public Complaints