

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, April 29, 2026

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. Introduction of Guests and Superintendent's Report: Recognition of Student Achievement
- V. 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.
- VI. 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)
- VII. **Consent Group — Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes for: 3
April 15, 2026 – Regular Board Meeting
 - 2. Approve Routine Personnel Actions 15
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Presenter: Steve Shining, Network Services Manager

- VIII. **Items for Information** 19
1. Receive Information Regarding Governor Kotek's Executive Order "Preserving Student Instructional Time"
Presenters: Carmen Xiomara Urbina, Chief of Staff, Oscar Loureiro, Director of Research and Planning
- IX. **Items for Action** 33
1. Consider Budget Committee Selection Process
Presenter: Tom Di Liberto, Board Chair
- X. **Items for Action at a Future Meeting** 35
1. Consider Setting a date in June for a Board Planning Work Session
Presenter: Tom Di Liberto, Board Chair
- XI. **Consider Board Requests for Agenda Items or Information**
- XII. **Executive Session:**
The Board will convene in executive session "to consider information or records that are exempt by law from public inspection" pursuant to ORS 192.660 (2)(f).

Executive Sessions involving deliberations with persons designated to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the public or to the news media.

Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
- XIII. **Possible Action Item**
Presenter: Tom Di Liberto, Board Chair
- XIV. 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:

April 29, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- April 15, 2026 Regular 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: April 15, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on April 10, 2026.

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
Kate Marrone, Director of Human Resources
Kelly McIver, Communications Director
Oscar Loureiro, Director of Research and Planning
Jill Cuadros, Director of Nutrition Services
Jen Bills, Director of School Safety
Christine Nesbit, General Counsel
Steve Shiningier, Network Services Manager
Kevin Gordon, César Chávez Elementary School Principal
Jackie Garcia, Executive Assistant to Assistant Superintendent of Administrative Services
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Kaleia Davis, Sheldon High School
Sheridan Schilling, Churchill High School
Lizbeth Maria Vargas, North Eugene High School

Cora Ludwig, South Eugene High School
Arnav Sivanandan, Eugene Online Academy (EOA)

OTHER GUESTS:

Laura Brown, Eugene Education Foundation (EEF) Executive Director
Sarah Kordon, Eugene Education Foundation (EEF) Board President

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President
Jamie Myers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President

MEDIA:

KRVM
Lookout Eugene-Springfield
Register Guard (virtually)

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

Chair Di Liberto called the regular meeting to order at 6:00 p.m. He said the names of the board members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto reported that one or more Eugene School District 4J Board of Directors (BOD) attended the following activities:

- Monroe Middle School spring concert
- Lane Education Service District (ESD) Budget Committee meeting
- 4J Budget Committee meeting
- Building Alliances Immigrant Rights event
- Youth Symphony at the Hult Center for Performing Arts
- Lane Council of Governments (LCOG) Member Appreciation Dinner
- Q and A at Kelly Middle School student government class
- Children’s Institute Policy group event
- Oregon School Boards Association (OSBA) legislative policy meeting
- Shadowing an elementary-level counselor
- Eugene Education Foundation (EEF) board meeting
- Eugene Education Foundation (EEF) Annual Gala
- Human Resources tour at 4J Education Center
- Webinar on parent engagement and absenteeism
- Transition program visit

Chair Di Liberto recognized volunteers during National Volunteer Month in April.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Mickelson provided a report. She announced that the sale of the Wells Fargo building is now complete. She said the building sold for \$2.95 million and the funds will be used as one-time resources to help close the operating budget gap for next school year. She stated that reduction impact notices went out to staff last week and acknowledged educators for continuing to show up for one another and for students.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Sheridan Schilling provided a report from Churchill High School. She reported that students are currently focused on upcoming exams. She said Churchill's counseling team has done a great job assisting students with scholarship applications. Ms. Schilling announced that the Lancer Pageant, a fundraiser for the Children's Miracle Network, is happening on Friday, April 17 and prom is happening on Saturday, April 18.

Lizbeth Maria Vargas provided an update from North Eugene High School. She noted preparation for upcoming exams and positive engagement in Leadership. She said seniors have been attending mandatory advisory meetings ahead of graduation. She mentioned a recent varsity choir and wind ensemble performance at Disney Land. Ms. Vargas noted a concern about access to school facilities, specifically that groups are required to go through the district instead of the school directly and cited additional costs for building use. She announced that prom is happening on Saturday, May 9, a disc golf extravaganza on Saturday, May 16, and a graduation ceremony on Saturday, June 6.

Arnav Sivanandan provided an update from Eugene Online Academy (EOA). He explained that in light of recent budget cuts, EOA staff were reduced from 14 members to six. He said their school is still grappling with the news and cited anxiety. Mr. Sivanandan spoke on the topic of athletics at South Eugene High School, specifically naming current and future challenges related to working within a limited athletics budget.

Cora Ludwig provided a report from South Eugene High School. On behalf of students, she expressed concern and worry about budget cuts. She announced that prom is happening on Saturday, May 2 and their Spring Fest is upcoming.

Kaleia Davis provided an update from Sheldon High School. She reported on the success of the Winter Guard Team and noted a lack of support from the district. She announced that prom is happening on Saturday, April 18, a graduation ceremony on Saturday, June 6, and their Spring Fest is upcoming.

Mariella Guzman, via Ms. Munro, provided a report from International High School (IHS). IHS enrollment is increasing for the 2026-27 school year, yet due to budget cuts, the number of classrooms will reduce from 118 to 107. She cited a higher number of

students per class, less individual support, and the loss of Educational Assistants (EAs). Ms. Guzman reported that IHS is preparing for their end-of-year celebration and their graduation is happening on Friday, June 5.

VI. ITEMS RAISED BY THE AUDIENCE

David Igl, asserted that a fraudulent misrepresentation of Eugene history is being promoted by an individual to solicit charitable donations. Mr. Igl also provided written documentation and resources to support his stance.

Cassian Corey, 4J Educational Assistant (EA), voiced concern about the effectiveness of district approved crisis intervention programs. She listed scenarios she witnessed on the job, pointing out safety concerns involving students. She urged the use of properly implemented restraints and appropriate crisis intervention strategies.

Becky Thomas, 4J parent, provided comments related to a Sheldon High School educator, coach, and athletic director reportedly being placed on administrative leave more than six weeks ago. She noted uncertainty within the Sheldon community and urged open communications about how students will be supported academically and athletically. Ms. Thomas added that there is growing concern that the educator has been unfairly targeted.

Christopher Ashton, 4J parent, expressed support for a Sheldon High School educator, coach, and athletic director reportedly placed on administrative leave. He described the positive influence the educator has had on students, including his own son. He claimed that the issue was investigated and found to be unsubstantiated. Mr. Ashton added that he has submitted a formal complaint against the superintendent.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President, provided comments. Their association is holding a School Bus Driver Appreciation Day event on Tuesday, April 28 at 6:30 a.m. Ms. Jenkins-Easton said it has been a few busy months since bargaining has concluded. She hopes the district and their guest teacher unit can settle a fair contract. Regarding budget cuts, she calculated that more than 140 classified staff positions will be displaced or reduced. She highlighted potential negative impacts to vulnerable students. She said initially it was presented that there would be 15 FTE reductions, but their association calculates that there have been 23.65 FTE cuts from student-facing school-based classified positions. She stated that 25 Nutrition Services Department employees will lose their health insurance.

Jamie Myers, Eugene Education Association (EEA) President, provided comments. She said 4J licensed educators are experiencing anger, fear, confusion, and worry. She said educators are angry because while they are receiving notices of impact, those responsible for a \$16 million miscalculation of public funds appear to be facing no consequences.

She said their association was assured that budget cuts would be kept away from students but cited impacts to elementary counselors. Ms. Myers urged transparency, clarity, and understanding.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT BOARD MEETING MINUTES FOR: MARCH 4, 2026 REGULAR MEETING

There was no discussion.

2. BOND PROJECT – SHELDON HIGH SCHOOL WAREWASH RENOVATION

There was no discussion.

3. BOND PROJECT – ROOSEVELT MIDDLE SCHOOL PARTIAL ROOFING

There was no discussion.

4. BOND PROJECT – SOUTH EUGENE HIGH SCHOOL ROOFING

There was no discussion.

5. APPROVE ENROLLING OUT-OF-DISTRICT STUDENTS IN 2026-27 (INTERDISTRICT TRANSFERS)

There was no discussion.

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

IX. ITEMS FOR INFORMATION

1. EUGENE EDUCATION FOUNDATION – STATUS UPDATE AND REVIEW OF 4J—EEF

Eugene Education Foundation (EEF) Executive Director Laura Brown and EEF Board President Sarah Kordon provided a status update. Ms. Brown spoke about the role of EEF and its history supporting 4J. She said their Bright Minds Gala took place on April 2, 2026, and their foundation raised \$150,000 during the event. She said the application window for enrichment grants recently closed and they received 75 applications. She said EEF also has an urgent needs fund to support things like resource pantries. She described innovative financial literacy work being supported by EEF in partnership with the South Eugene High School Finance Club and the OCCU Foundation. Ms. Brown thanked Assistant Superintendent for Administrative Services Brooke Wagner and Ms. Newman for serving as ex officio members on their board and Superintendent Mickelson for speaking at the gala.

Ms. Newman asked how EEF prioritizes distributing the money to schools.

Ms. Brown said a Grant Review Committee is responsible for reviewing all grants submitted by educators. She noted that all identifying information is removed.

Chair Di Liberto acknowledged EFF's longstanding support and thanked the foundation for their generosity.

2. RECEIVE INFORMATION REGARDING CÉSAR CHÁVEZ ELEMENTARY SCHOOL NAMING REVIEW PRELIMINARY FINDINGS AND PATH FORWARD

Chief of Staff Carmen Xiomara Urbina and César Chávez Elementary School Principal Kevin Gordon provided information regarding César Chávez Elementary School naming review via PowerPoint presentation.

Mr. Gordon explained that after allegations against their school's namesake César Chávez surfaced, a small committee of stakeholders was formed to assess the impact.

Ms. Urbina provided context and background:

- César Chávez Elementary School was named in 2004 through a community-driven process
- The name reflects values of cultural identity, student belonging, and social justice
- In March 2026, national reporting raised new concerns regarding César Chávez
- This has resulted in:
 - Increased community communication
 - Questions about alignment with district values
 - Mixed perspectives

She outlined understanding the complexities:

- The issue reflects a tension between history, identity, and newly surfaced information – César Chávez represents both:
 - A symbol of a broader movement rooted in justice and labor rights
 - An individual whose legacy is now being examined
- Communities are holding multiple truths at once:
 - Pride, identity, and cultural significance
 - Concern, confusion, and questions about alignment with values

She outlined Process Clarification – Policy FF & FF-AR:

- Renaming is governed by Board Policy FF and Administrative Regulation FF-AR
- This is not a complaint process
- Requests are initiated at the building level through the principal
- A formal renaming process requires:
 - Broad and representative community engagement
 - A clear and formal rationale
 - Understanding impacts of fiscal considerations

- Final decisions are made by the Board of Directors

Why a preliminary phase:

- Situation is complex and sensitive
- District created a structured approach before initiation any formal process
- Purpose:
 - Do not act prematurely
 - Understand community input
 - Align next steps with Policy FF
 - Provide clarity to the Board and community

Role of the Subcommittee:

- Preliminary (pre-phase) review body
- Advisory only – not decision-making
- Guiding question: “Are we ready to initiate a formal renaming process under Policy FF?”
- Focus: Readiness, not outcome
- Included school, district, and community perspectives
- Board members participated in a listening and learning capacity (no action/quorum)

Process and Methodology:

- Comprehensive review of all communications received
- Stakeholder categorization
- Thematic analysis
- Policy alignment review
- Identification of gaps, risks, and conditions

Community Input Overview:

- 17 request reviewed
 - 53% community members
 - 41% parents/guardians
- Input is:
 - Important
 - Valid
 - Informative
- Limitations:
 - Self-selected group
 - No staff input
 - Not representative

Key Themes:

- 82% support renaming
- 100% raise values concerns
- 70% express urgency
- 59% suggest alternatives

Critical Insight:

- We are not missing concern or awareness
- We are missing representative evidence required under Policy FF

Pathways Considered:

- Option A – Continue Monitoring and Communication
- Option B – Route Through Principal (FF – AR)
- Option C – Initiate Formal Renaming Process (Policy FF)

Policy Alignment:

- Policy FF requires:
 - Broad, representative community input
 - Clear and formalized rationale
 - Sufficient evidence for decision-making
 - Understanding of impacts and implications

Recommendation:

- Do not initiate a formal renaming process at this time, because:
 - Policy threshold has not been met
 - Input is not yet representative
 - Risk of acting prematurely

Path Forward:

- Continue clear and consistent communication
- Expand and structure community engagement
- Gather representative input
- Utilize surveys and facilitated engagement opportunities
- Ensure inclusive and balanced participation

Key Considerations:

- Balance urgency with thoughtful deliberation
- Honor both the individual and the broader movement
- Preserve community identity, pride, and belonging
- Ensure clarity and integrity of process
- Recognize statewide implications

- Navigate complex and conflicting perspectives
- Maintain transparency and communication
- Consider long-term impacts and unintended consequences

Current District Context:

- Significant budget reductions
- Staffing adjustments and system stabilization
- Planning for upcoming school year
- These realities require the district to move with focus, alignment, and disciplined prioritization
- This context reinforces the need to proceed thoughtfully and not prematurely

Conclusion:

- Concern is real and meaningful
- Conditions for formal action have not been met
- District must move responsibly toward readiness not reaction
- The district's responsibility is to move not toward immediate resolution, but toward readiness grounded in policy, community voice, and trust

Next Steps and Commitment:

- No formal renaming process is being initiated at this time.
- The district will:
 - Continue clear and consistent communication
 - Expand structured community engagement
 - Gather broad and representative input
 - A formal recommendation will be brought forward only when Policy FF conditions are met

Mr. Gordon provided a closing reflection:

- This is more than a name
- It reflects:
 - How we listen
 - How we engage
 - How we act responsibly
- The process matters as much as the outcome
- Commitment to integrity, inclusion, and community trust
- The outcome matters – but the integrity of the process matters just as much

He thanked staff, committee members, and parents and guardians for their engagement in the process thus far.

Ms. Urbina and Mr. Gordon invited questions and comments from the BOD.

Ms. Newman recommended developing a timeline for the potential renaming process.

Responding to a question posed by Ms. Jonak, Ms. Urbina recommended an engagement survey followed by a presentation to the Board. She also emphasized educating the community on the history of the naming of César Chávez Elementary School.

Ms. Rabasa shared her perspective that for elementary school students, their school is a big part of their identity. She said she appreciates the approach taken thus far.

X. ITEMS FOR ACTION

1. DIRECTION TO INITIATE SCHOOL NAMING PROCESS – BOARD POLICY FF NAMING OF SCHOOLS, FACILITIES AND DISTRICT PROPERTY

Ms. Urbina recommended approval of initiating a school naming process – Board Policy FF naming of schools, facilities and district property.

MOTION: Ms. Munro moved to accept the recommendation to actively seek input from the César Chávez Elementary School community. Vice Chair Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

MOTION: Ms. Rabasa moved to direct the superintendent to bring Policy FF to the Policy Review Committee. Vice Chair Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE REVISIONS TO BOARD POLICY IKF – GRADUATION REQUIREMENTS

Superintendent Mickelson recommended approving revisions to Board Policy IKF – Graduation Requirements. She provided relevant background information.

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

XI. ITEMS FOR ACTION AT A FUTURE MEETING

There were none.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

There were none.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

Ms. Thessen recommended a late spring work session to review Board processes.

Ms. Rabasa recommended revisiting the topic of individual Board comments during meetings.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 7:56 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

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

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

April 29, 2026

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
164189	.5
170655	1.0
172259	.75

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

Employee ID	Reason	Effective Date
171707	Retirement	07/01/2026
163700	Retirement	07/01/2026
166978	Resignation	06/29/2026

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

Employee ID	Reason	Effective Date
129623	Retirement	07/01/2026
161517	Resignation	06/15/2026
170974	Resignation	06/15/2026
170187	Resignation	06/15/2026
167748	Resignation	06/15/2026
166034	Resignation	06/15/2026
167052	Resignation	06/15/2026
167674	Resignation	06/15/2026
162878	Resignation	06/15/2026
131041	Retirement	09/01/2026
165802	Retirement	09/01/2026
128421	Retirement	09/01/2026
134354	Retirement	08/01/2026
136511	Retirement	08/01/2026
171808	Retirement	08/01/2026
137114	Retirement	08/01/2026
130983	Retirement	07/01/2026
166985	Retirement	06/01/2026



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 29, 2026

Title

Bond Project – Awbrey Park HVAC Improvements

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. The district is moving forward with installing air conditioning in schools that currently do not have it. Multiple sites already have construction underway. Awbrey Park Elementary School’s existing chiller was only partially functioning and at the end of its useful life. This project will replace aged equipment with new to ensure building cooling. Some exterior construction work will be coordinated during the school year, with efforts to minimize classroom impacts and reserve interior work for non-student times.

Budget/Resource Implications:

This purchase includes all labor and materials for the HVAC Improvements at Awbrey Park and will be funded from available General Obligation Bond funds. Multiple bids were received and the recommended award is to Umpqua Sheet Metal for \$397,800.

Recommendation

The superintendent recommends the award to Umpqua Sheet Metal for the Awbrey Park HVAC Improvements in the amount \$397,800 funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 29, 2026

Title

Bond Project – Phone System Replacement

Presenter

Steve Shininger - Network Services Manager

Background

Eugene 4J is encountering a phone system challenge that must be addressed. Our current phones are NEC Phone Systems (NEC) phones, which were installed in 2016 and cost substantially more than the proposal recommended here. NEC no longer supports phones as part of its business plan anymore, so the district must replace all of our classroom and office telephones to protect student and staff safety. In order to avoid a system-wide failure and to disrupt classroom instruction as little as possible, our technology department is moving to address this as a top priority with bond funding. This request is submitted with the intent of purchasing phones while they remain available and also with the understanding that shipping costs are expected to continue to increase.

If the Board declines to approve this purchase, it is possible that the cost of future phone purchases would be greater, that service costs will have increased while we are not locked into a set, 3-year price agreement, that physical phones may not be available due to supply chain disruptions, and that systemic failures of current phones will be difficult to impossible to address.

Budget/Resource Implications:

Multiple bids were received through the Organization for Education Technology and Curriculum (OETC), which is a consortium. The successful bid by Noctel will cost no more than \$600,000 (Noctel's bid is \$567,344.50 for 2,050 Poly 300 and 150 Poly 550 phones, with 50 sidecars, installation, and set-up; Eugene 4J will also cover headsets for office staff who request them, shipping costs, and wall mounts, where needed).

Recommendation

The superintendent recommends the award to Noctel to consolidate and update the district's phone systems in all classrooms and offices in the amount \$600,000 funded from available General Obligation Bond funds from 2018.



ITEM FOR INFORMATION

Date of Meeting:

April 29, 2026

Title: Receive Information Regarding Governor Kotek’s Executive Order “Preserving Student Instructional Time”

Presenters:

Carmen Xiomara Urbina, Chief of Staff
Oscar Loureiro, Director of Research and Planning

Background and Context

Governor Tina Kotek issued an executive order establishing student instructional time as a protected priority across the state of Oregon. This action reflects a broader concern that Oregon’s school year is comparatively shorter than in many other states and signals a clear policy direction to preserve and expand learning time for students.

The executive order prohibits districts from reducing instructional time as a strategy to balance budgets and requires any district that has already reduced time to develop a plan for restoration. Specifically, districts must return to at least 2024–25 instructional time levels by the beginning of the 2027–28 school year.

In response, the Oregon Department of Education (ODE) has advanced rule [OAR 581-022-2323 \(Preserving Student Instructional Time\)](#) to formalize and implement these expectations. This rule establishes both immediate restrictions and longer-term requirements for districts.

At the same time, the Coalition of Oregon School Administrators (COSA) has expressed general support for the emphasis on instructional time, while also raising important considerations regarding implementation. COSA notes that school districts are operating under significant financial constraints, with the majority of expenditures tied to staffing. As a result, increasing instructional time without additional resources may lead to unintended consequences such as staffing reductions, increased class sizes, and potential impacts on instructional quality. Additionally, instructional time is often governed by collective bargaining agreements, which adds complexity and limits flexibility in making changes.

There is broad agreement that instructional time is important; however, the central issue moving forward is how to implement these expectations in a sustainable way that maintains high-quality instruction for students.

Summary of Key Requirements

The new rule establishes several clear expectations for school districts.

First, there is an immediate prohibition on reducing instructional time. As of April 16, 2026, districts may not reduce instructional time for the remainder of the 2025–26 school year or for the 2026–27 school year.

Second, districts that have already reduced instructional time, or had plans in place to reduce time prior to April 16, 2026, are required to restore that time. Restoration must bring instructional time back to at least 2024–25 levels, and this must be completed no later than the start of the 2027–28 school year.

Third, any district subject to restoration requirements must submit a formal plan to ODE within 90 days. This plan must:

- Include a clear timeline for restoration
- Identify specific actions the district will take
- Provide measurable assurance that instructional time will be fully restored

ODE retains the authority to review these plans and require revisions if they do not meet expectations.

Finally, if a district ultimately determines that it will not restore instructional time as required, it must publicly communicate the rationale for that decision in accordance with state guidance.

Definition of Instructional Time

For the purposes of this rule, instructional time is defined broadly as total “bell-to-bell” time during the school day. This includes not only direct classroom instruction, but also time spent in recess, lunch, and passing periods.

This definition is significant because it differs from traditional interpretations that focus only on classroom instruction. It also contributes to one of the key implementation challenges: the distinction between total instructional hours and the number of instructional days.

Existing Instructional Time Requirements

In addition to the new rule, existing state requirements for minimum instructional time remain in effect. Districts must ensure that students receive at least the following number of instructional hours annually:

- Grades K–8: 900 hours
- Grades 9–11: 990 hours
- Grade 12: 966 hours

Furthermore:

- At least 92% of students across the district must meet these minimums
- At least 80% of students at each individual school must meet these minimums

Districts may include limited amounts of certain activities within these totals, including:

- Recess (within specified limits)
- Up to 30 hours of professional development
- Up to 30 hours of parent-teacher conferences

Implementation Considerations

While the requirements themselves are straightforward, implementation presents several challenges that warrant careful consideration.

A key issue is the distinction between instructional hours and instructional days. Although districts may already meet or exceed the required number of instructional hours, reductions in the number of school days (for example, converting instructional days into staff workdays) may still trigger the need for restoration. In practice, this may require districts to add back instructional days rather than simply adjusting hours within existing days.

Financial impact is another significant consideration. Increasing instructional time may result in additional costs related to staffing, transportation, food services, and utilities. Given that most district budgets are heavily committed to personnel, these changes may create difficult trade-offs.

Collective bargaining agreements also play a central role. Any adjustments to calendars, workdays, or instructional schedules will likely require negotiation with employee groups, which can affect both timelines and costs.

Additionally, districts may face programmatic trade-offs. In order to restore instructional time, it may be necessary to reconsider the allocation of time for:

- Professional development
- Parent-teacher conferences
- Teacher planning and collaboration

These trade-offs raise important questions about maintaining the quality of instruction. As noted in statewide discussions, increasing the quantity of instructional time does not automatically result in improved student outcomes without sufficient support for effective teaching practices.

Next Steps

At the state level, the rule has completed its first reading by the State Board of Education. A second reading and potential adoption is scheduled for May 21, 2026. Additional guidance from ODE is expected as the rulemaking process continues, particularly regarding implementation details and allowable uses of time.

At the district level, a cross-departmental team has been convened to ensure a thorough understanding of the requirements and their potential impacts. This work is being led by Oscar Loureiro, Brooke Wagner, and Carmen X. Urbina, and includes representatives from multiple departments.

The team's current focus includes:

- Reviewing the district's current instructional time relative to 2024–25 levels
- Identifying any gaps that may require restoration
- Analyzing potential financial and operational impacts
- Developing options and recommendations for consideration
- Ensuring compliance with state requirements while maintaining fiscal responsibility
- Understanding the potential need for calendar or schedule adjustments
- Balancing increased instructional time with the need to preserve instructional quality
- Considering the broader impact on students, staff, and the community

Conclusion

The state's emphasis on preserving and increasing instructional time reflects a clear commitment to improving student outcomes. While there is general alignment with this goal, implementation will require thoughtful planning and careful balancing of multiple factors, including financial sustainability, labor agreements, and the overall quality of instruction.

District staff will continue to monitor state guidance, analyze local impacts, and bring forward recommendations to support informed decision-making by the Board.

Executive Order 26-06

Preserving Student Instructional Time

Presentation by:

Oscar Loureiro & Carmen Xiomara Urbina

Executive Order 26-06

“Preserving Student Instructional Time”: This Executive Order establishes a new framework for maintaining educational standards.

- Signed on **4/15/2026**
- Administrative rules are currently being developed by the **State Board of Education**
- Introduction of **3 main novelties** to state instructional mandates

Executive Order 26-06

01

Dual Definitions

A new definition of **Student Instructional Time (SIT)** is introduced, while maintaining records of the traditional **Hours of Instructional Time (HIT)**.

02

No Reductions

Student Instructional Time cannot be reduced and must remain **at least equal** to the levels established in the **2024-25** school year.

03

Minimum Mandates

Legal minimums remain: **900 (K-8), 990 (9-11), 966 (12)** hours.

CRITICAL: No waivers for PD, parent conferences, or recess.

Instructional Mandates after EO 26-06

EO 26-06	NEW	OLD
DEFINITION	Student Instructional Time (SIT): total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time	Hours of Instructional Time (HIT): hours Oregon students spend in planned learning activities or assessments under the supervision of a licensed or registered teacher or supervised educational assistant
AR	581-022-2323 (to be adopted on 5/21/2026)	581-022-2320 (in need of amendment) ²⁶
MINIMUM	The SIT on 2024-25 and it can never be reduced	900 hours in K-8, 990 hours in 9-11, and 966 hours in 12
WAIVERS	In case of declared national or state disaster or public health emergency	In case of declared national or state disaster or public health emergency
TIMELINE	No SIT reductions starting on 4/15/2026. SIT at or above that from 2024-25, starting on 2027-28	Unknown
RESTORATION	If SIT was reduced between 2024-25 and 4/15/2026, it must be restored within 90 days	Unknown

Student Instructional Time (New Metric) in 4J

4J is and has been in compliance with the legal minimum number of hours.

YEAR	STUDENT INSTRUCTIONAL TIME		
	ELEM	MIDDLE	HIGH
2024-25	1048.25	1089	1148.5
2025-26	1050.25	1091	1150.5
2026-27	1052.13	1092.63	1152

27

Data reflects projected instructional hours for upcoming academic years.

Hours of Instructional Time (Old Metric) in 4J

4J will have to add instructional time to the academic calendar either in 2026-27 or 2027-28.

YEAR	HOURS OF INSTRUCTIONAL TIME			WAIVERS		
	ELEM	MIDDLE	HIGH	ELEM	MIDDLE	HIGH
2024-25	891.3	908.3	970.3	8.7	0	19.7
2025-26	887.8	910.4	968.3	12.2	0	21.7
2026-27	888.3	896.8	972.5	11.7	3.2	17.5

28

*Metrics indicate scheduled vs. required instructional hours across different grade levels.

Comparison with Other Districts (2025-26)

Data source: Stand for Children



Instructional Hours

4J has the **77th highest** high school student instructional hours out of 183 districts with data.

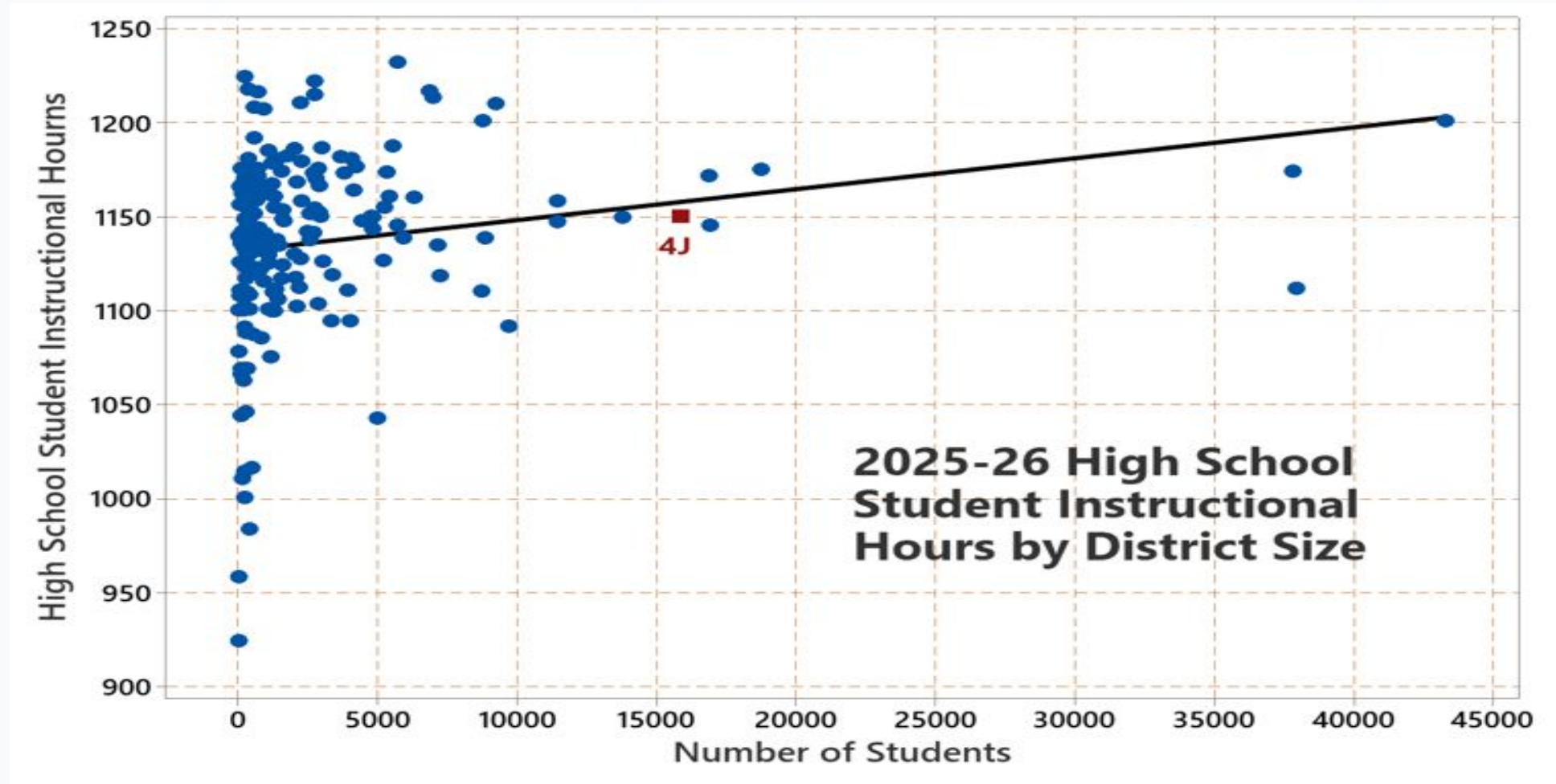


Contact Days

Only **61 districts** have more contact days than 4J.

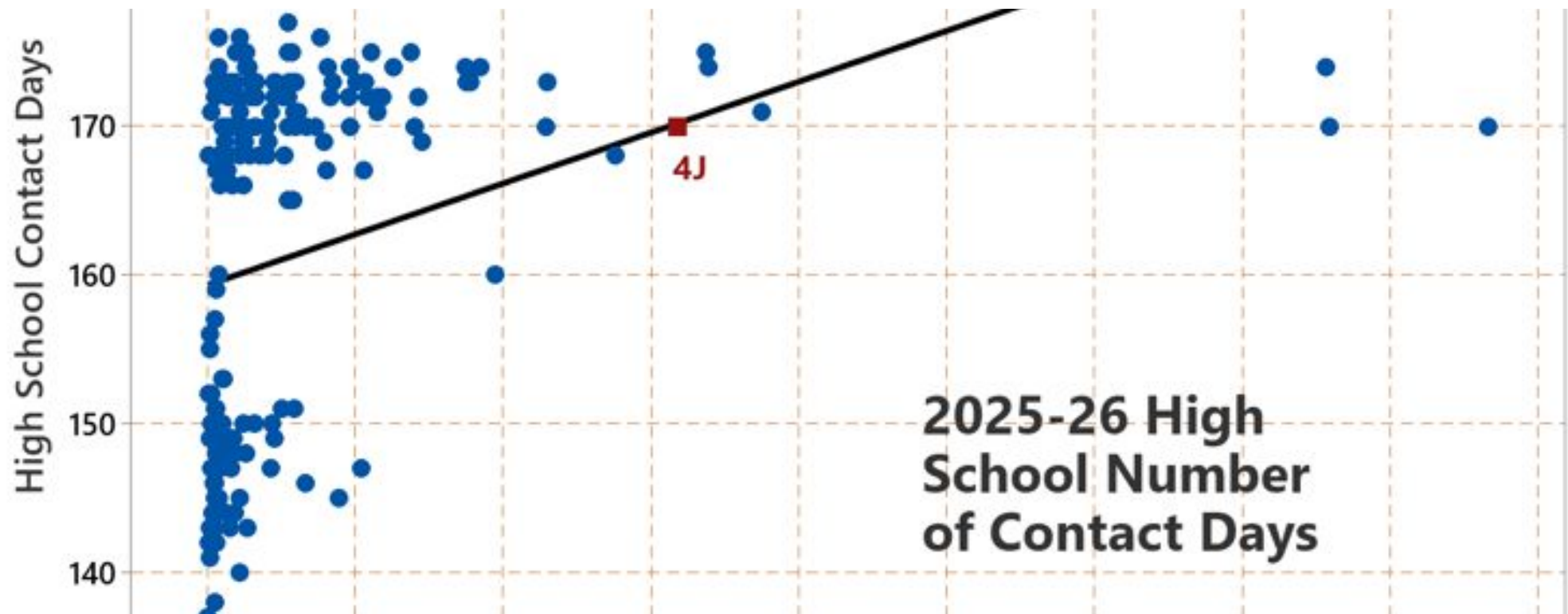
Comparison with Other Districts in 2025-26

High School Student Instructional Hours by District Size



Comparison with Other Districts in 2025-26

High School Contact Days by District Size



*Data represents scheduled high school contact days for the 2025-26 academic year.



QUESTIONS





ITEM FOR ACTION AT A FUTURE MEETING

Date:

April 29, 2026

Title:

Budget Committee Selection Process

Presenter

Tom Di Liberto, Board Chair

Description

By statute, each school district in Oregon has a budget committee composed of the school board and an equal number of district residents appointed by the board.

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

By law, budget committee members must reside within school district boundaries and be registered to vote. District employees are not eligible to serve on the committee. The budget committee's appointed positions have three-year terms, staggered so that approximately one-third of members' terms expire each year.

Committee member Dakota Boulette, very recently announced he is no longer able to serve on the Budget Committee. *We'd like to thank Dakota for his five years of service to this committee and to the students and families of 4J. His unique perspective and voice on this committee will be missed.*

The Board tries to fill vacant positions on the Budget Committee as they arise. The District also tries to get new members training so they are prepared for these spring meetings. But given that this vacancy is so recent, and that we still have a quorum of BC members, our general counsel agrees that we can proceed with one vacant seat and still be in compliance with state law and our policies for the current budget season.

There are three committee members who have terms that will expire on June 30, 2026. With the current vacancy, and counting the three positions that will expire on June 30, the Board will have four positions to fill before the 2026-27 budget season begins. Committee members may apply for reappointment.

The Board's established process to fill budget committee openings has been to have the district solicit applications from community members interested in serving on the committee; invite applicants to speak briefly at a school board meeting; indicate initial preferences via an online

response form that is part of the public record; and then take action to select and appoint committee members at a following board meeting.

Most recently, the Board has used the following timeline for Budget Committee Selection Process:

Timeline

- September - Application opens

- October - Application closes. Staff confirms statute requirements with applicants and prepares for presentation to school board for _____ (date)

- October - Staff provides information on the number of applicants received.

- October - Board reviews applicants to determine finalists to invite to speak at the next board meeting

- November - Finalists speak for 3-5 minutes. The board completes ballot voting. The newly selected committee members will be announced and the board will take action to approve.

Next Steps

The Board will need to determine the timeline to initiate the process to fill the vacancy on the Budget Committee.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

April 29, 2026

Title:

Consider Setting a date in June for a Board Planning Work Session

Background:

The Board of Directors typically holds a Summer Work Session sometime in late summer or early fall of each school year.

The June Board Planning Work Session would be scheduled to allow the board to discuss and develop the plan for the Summer Work Session meeting and to suggest possible agenda items.