

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, June 17, 2026

NOTICE: The Special Board Meeting 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 ten (10) 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
 Special Board Meeting**

- I. Call Special Board Meeting to Order, Roll Call, Land Acknowledgement
- II. Board Chair Welcome
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Items Raised by the Audience
- VI. Comments by Employee Groups

- VII. **Consent Group — Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes for: 3
 - May 27, 2026 – Board Work Session
 - June 3, 2026 – Board Regular Meeting
 - 2. Approve the Contract for Nutrition Services with Franz Bakery-United States Bakery (RFP 26-457) 21
 Presenter: Jill Cuadros, Director of Nutrition & Warehouse Services
 - 3. Approve the 5–Year Wireless Architecture Maintenance Agreement 22
 Presenter: Dan Farley, Director of Technology
 - 4. Approve Routine Personnel Actions 23
 Presenter: Brooke Wagner, Assistant Superintendent of Administrative Services
 - 5. Approve Resolution 2026-27-02 Designation of District Officers, Clerks, Agents, and Depositories of Funds 25
 Presenters: Bob Blyth, Associate Director of Finance
 - 6. Approve Resolution 2026-27-04 Delegation of Purchasing and Signing Authority 28
 Presenter: Bob Blyth, Associate Director of Finance
 - 7. Set Tuition Rates for the 2026-27 School Year 31
 Presenter: Brooke Wagner, Assistant Superintendent for Administrative Services

VIII.	Items for Information	
1.	Receive Information Regarding Howard Attendance Area Adjustment/Realignment Implementation Plan Presenters: Carmen Xiomara Urbina, Chief of Staff and Jeff Johnson, Director of Elementary Education	33
2.	Receive an update Regarding Personal Electronic Devices (PED) Implementation Presenters: Carmen Xiomara Urbina, Chief of Staff and Sebastian Bolden, Director of Secondary Education	53
IX.	Items for Action	
1.	Receive an Update Regarding César Chávez Elementary School Naming Review Presenter: Carmen Xiomara Urbina, Chief of Staff	70
2.	Organize the Board of Directors for the 2026-2027 School Year Presenter: Tom Di Liberto, Board Chair and Miriam Mickelson, Superintendent	85
X.	Items for Action at a Future Meeting – NONE	
XI.	Committee Reports by Individual Board Members	
XII.	Consider Board Requests for Agenda Items or Information	
XIII.	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:

June 17, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- May 27, 2026 – Board Work Session
- June 3, 2026 – Board Regular 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 WORK SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: May 27, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on May 22, 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
Christine Nesbit, General Counsel
Bob Blyth, Associate Director of Finance
Sebastian Bolden, Director of Middle School Education
Seth Pfaefflin, Director of Student Services
Casandra Kamens, Curriculum Administrator
Kelly McIver, Communications Director
Steve Schininger, Network Services Manager
Kate Marrone, Director of Human Services
Brooke Wagner, Assistant Superintendent for Administrative Services
Oscar Loureiro, Director of Research and Planning
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Jamie Myers, Eugene Education Association (EEA) President

Dave Wines, Eugene Education Association (EEA) Vice President

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President

MEDIA:

KRVM

Lookout Eugene Springfield

Register Guard (online)

I. CALL WORK SESSION TO ORDER AND ROLL CALL

Chair Di Liberto called the work session to order at 6:00 p.m. He said the names of the members who were present.

II. BOARD CHAIR WELCOME

Chair Di Liberto welcomed attendees. He reported that one or more Board of Directors (BOD) attended or participated in the following:

- Theater performances: Fiddler on the Roof, Urinetown the Musical, Adams Family, and Peach Boy.
- Mock job interviews at North Eugene High School
- Honors presentations at South Eugene High School
- Cesar Chavez Elementary School Jog-a-Thon
- Art in the Courtyard at Kennedy Middle School
- 30th Anniversary of Ganus Afterschool Program at Kelly Middle School
- Family Fun Night at GSA Affinity group at Churchill High School
- Bus ride-a-long

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. PUBLIC COMMENT

Jennifer Goodlett (online), 4J employee, provided comments about the importance of considering the larger impact of moving staff (STC, leadership, affinity groups, etc.) to new sites leaving side jobs unfilled at previous sites. She said she is being required to relocate and cited financial stress, loss of income (estimated \$20,000/year), a burden on other educators, and impacts on students. She said that part time employees are bearing the brunt of the budget cuts.

Ricky Poon spoke about the bilingual music program at Hé Lín Chinese Immersion School. He described the program as a bridge connecting students, parents, teachers, and community at large. He urged the Board to reconsider budget cuts that would impact music innovation within the district.

Shelby Clancy, Art and Technology Academy educator, advocated for district students in foster care during Foster Care Awareness Month. She noted a lack of district support for students who are in the foster care system. She recommended a dedicated district liaison to bridge the gap between social workers, welfare agencies, caregivers, and schools. She noted that there are allotments for students in foster care and questioned where the funds are being allocated. She closed by providing relevant statistics and urging the district to provide an equitable education to all.

V. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President, provided comments. She provided an update from a mediation session, stating that a settlement agreement was reached for the unfair labor practice charge filed by OSEA. She said no employee should have been subjected to the circumstances that led to the filing and she hopes there is an interest to improve. She disclosed that the settlement was ratified with a 91% yes vote. Ms. Jenkins-Easton mentioned an upcoming Family Literacy Event happening on Saturday, May 30 from 10:00 a.m. to 2:00 p.m.

Jamie Myers, Eugene Education Association (EEA) President, provided comments, mainly related to budget reductions. She said the scope of reductions planned for next school year is significant and their full impact may not be entirely understood. She worries that continued reductions to programs may lead families to seek alternatives. She urged collective action and advocating for increased and more stable school funding at the state level. She said EEA, in partnership with Lane County Education Workers Alliance (LCEW), is hosting community forum on Wednesday, June 10, 2026.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MEETING MINUTES FOR THE MAY 13, 2026 REGULAR BOARD MEETING

There was no discussion.

2. APPROVE BOND PROJECT – MULTI-SITE HVAC IMPROVEMENTS PHASE II

There was no discussion.

3. APPROVE BOND PROJECT – WILLAGILLESPIE ELEMENTARY SCHOOL ROOFING

There was no discussion.

4. ROUTINE PERSONNEL ACTIONS

There was no discussion.

MOTION: Vice Chair Thessen moved to approve the consent agenda. Mr. Hamilton 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 of the motion.

VII. ITEMS FOR INFORMATION

1. RECEIVE THE 4J SUMMER LEARNING PROGRAMS 2026 PRESENTATION

Curriculum Administrator Casandra Kamens presented information related to the 4J Summer Learning Programs 2026 via PowerPoint presentation.

She provided details about the following programs:

**Finer details were provided in the PowerPoint presentation*

- Summer Enrichment and Academic Learning (SEAL)
 - Funded through \$500,000 State Summer Learning Grant
 - 3 years of funding starting this summer
 - 350 students
 - Increased focus on literacy
- Kids in Transition to School (KITS)
 - Funded through CLSD and United Way Grant
 - 60 students
 - 3 classrooms
 - Focus on school routines, early literacy, and social skills development
- Extended School Year (ESY)
 - 75 students
 - 36 hours of instruction (working on specific IEP goals) for each student
 - A focus on specific academic skills that have shown regression
- Middle School Bridge
 - Funded through SIA
 - 15-30 students per middle school
 - Focus on students who would benefit the most from transition support
- High School Bridge
 - Funded through High School Success
 - 15 hours over 5 days
 - 70 incoming 9th grade students per high school
 - Students are led through a variety of activities designed to build community and familiarize students with campus
- High School Credit Recovery
 - Funded through High School Success
 - In person classes
 - 4 core subject areas available
 - Available to all current high school students on a rolling registration by grade level

Mr. Hamilton asked about the criteria for invitation only.

Ms. Kamens and Mr. Pfaefflin provided details about criteria for the various summer programs.

Ms. Munro asked how students are learning about the High School Credit Recovery Program.

Ms. Kamens responded that the information is disseminated to school counselors and the focus is on seniors, followed by juniors and sophomores.

Ms. Munro asked about the class size limit.

Ms. Kamens said they are limited to 18-20 students per class.

Ms. Newman asked about criteria for KITS entry.

Ms. Kamens said it is open enrollment. Registration closed on May 10, 2026. She said there is currently a waitlist for all three classes.

Ms. Rabasa asked if the district is serving fewer kids in KITS next school year.

Ms. Kamens said KITS is serving significantly fewer students this year, citing a loss in funding.

In response to a question about the volume of demand for programs, Ms. Kamens said two years ago SEAL served almost 458 students and had three locations. She said now the program is down to one location and serves more than 300 students. She said over 100 high school students were served in High School Bridge programs last year.

Responding to a question from Chair Di Liberto, Ms. Kamens described the process for inviting students to register for summer programs.

2. RECEIVE THE SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC) PRESENTATION

Director of Student Services Seth Pfaefflin provided information about the Special Education Parent Advisory Council (SEPAC) via PowerPoint presentation. He introduced advisory council members Jeni Canaday, Kath Sterbank, Lesli Harmon, Tanya McNeill, Justine Carpenter, Sophie Spinelle, Katie Buss, Chelsea Clinton, Matie Trewe, and Megan Miller.

SEPAC launched in Fall 2024 and are finishing their second year of working together. The council, formed of parents of students with disabilities, helps to improve special education services and inclusion in 4J. SEPAC meets on the first Tuesday of each month, from 5:00 p.m. to 6:30 p.m.

Mr. Pfaefflin provided examples of monthly meeting topics:

- SPED Resolution (Board approved in May 2025)
- Parent Welcome Packet
- Inclusion and accessibility plans
- Sensory friendly prom/event guidelines
- Data dives
- Inclusive practices
- Parent advocacy and sharing their experiences

Mr. Pfaefflin engaged SEPAC members and the Board in a discussion.

Discussion Topic #1: Inclusion of Students with Disabilities

Ms. Clinton raised the topic of inclusion of students with disabilities. Subtopics included the culture of inclusion, inclusion and accessibility plans, universal design for learning, Life Skills segregation and programming, and transitions between levels. She noted that achieving resolution goals will be a challenge given district budget reductions. She added that the culture of ableism needs to be addressed and provided a personal story.

Ms. McNeill shared personal testimony about challenges regarding implementation to back up the district's resolution. She recommended increasing expectations for new hires and providing additional support and training for educators.

Discussion Topic #2: Staffing, Hiring, and Training

SEPAC members discussed staffing, hiring, and training. Subtopics included staff evaluations, inclusion hiring practices, accountability for implementing inclusive practices, and student retention.

Ms. Sterbank provided statistics. She reported that the 4J graduation rate for students with disabilities is 62% and the statewide SPED dropout rate is 30%. She noted that the district does not have an accurate number of students that get pushed out because much of it happens before ninth grade, and thus the data is not captured. She said educators are being asked to do a lot with little resources.

Mr. Pfaefflin said eventually data collected from students will be shared. He emphasized mindset, skillset, and professional development.

Ms. Miller provided a personal example of how push out and mental health crises are happening at the elementary level.

Discussion Topic #3: Behaviorism

Ms. Canaday raised the topic of behaviorism. Subtopics included collaborative problem solving, behaviorism vs mental health supports, push out experiences from Positive Behavioral Interventions and Support (PBIS) based exclusions, professional development needs, receptivity, and focal areas. She mentioned that Applied Behavior Analysis (ABA), which PBIS is rooted in, has been shown to cause trauma and post-traumatic

stress disorder (PTSD) in autistic children. She further cited district data, provided at a recent Educational Equity Advisory Committee (EEAC) meeting, which reveals bias and inequities in behavioral interventions (regarding expulsions, 59% of students were on an IEP or 504 plan). Ms. Canaday and other members suggested that PBIS does not work for students who need the most support.

Ms. Spinelle recommended evidence-based alternatives, such as collaborative problem solving. She provided a success story regarding her child. She requested more training and professional development for educators.

In closing, members of the BOD offered reflections on the information shared and expressed their verbal support.

Mr. Pfaefflin expounded on the future of their work, including encouraging professional development, establishing district expectations, progressing inclusion and accessibility plans, and tracking data and graduation rates.

Ms. Jonak recommended measurable outcomes and more frequent updates to parents.

Ms. McNeill suggested Board member attendance at listening sessions.

Vice Chair Thessen raised the issue of educational trauma and suggested identifying students earlier and providing wraparound support K-12.

SEPAC meetings occur on the first Tuesday of the month, September through June from 5:00 - 6:30 p.m.

VIII. ITEMS FOR ACTION

1. ADOPT RESOLUTION 2027-01 ADOPTING THE 2026-27 BUDGET, MAKING APPROPRIATIONS, IMPOSING AND CATEGORIZING TAXES

Superintendent Mickelson recommended adoption of Resolution 2027-01 Adopting the 2026-27 Budget, Making Appropriations, Imposing and Categorizing Taxes. She introduced Associate Director of Finance Bob Blyth, Director of Human Resources Kate Marrone, Assistant Superintendent for Administrative Services Brooke Wagner, Director of Middle School Education Sebastian Bolden, and Mr. Pfaefflin to provide more information.

Superintendent Mickelson outlined the budget process:

- Phased budget reductions (November – February)
- Three Budget Committee meetings (April – May)
- Budget public hearing on May 13
- School Board action (May 27)

Mr. Blyth outlined tax rates:

- General Fund tax rate: \$4.7485 per \$1,000 assessed value of the district
- Local Option Levy Tax Rate: \$1.50 per \$1,000 assessed valuation of the district
- Debt Service Fund tax levy: \$37,385,792

Mr. Blyth provided an overview of the General Fund 2026-27:

Beginning Balance: \$18,120,000
Transfer in: \$12,900,000
Misc. revenue: \$12,814,200
Local Option Levy: \$27,834,100
Local revenue: \$96,927,800
State School Fund: \$121,022,700
Total Resources: \$289,618,800

Salaries and benefits: \$236,879,274
Materials and services: \$36,412,708
Transfers-out: \$1,700,000
Contingency: \$8,876,818
Unappropriated: \$5,750,000
Total Requirements: \$289,618,800

Mr. Blyth presented Funds Totals:

General Fund (100): \$289,618,800
Special Purpose (200s): \$58,217,404
Debt Service (300s): \$56,166,000
Capital Funds (400s): \$73,199,734
Insurance Reserves (600s): \$54,546,000
Private Trust (700s): \$170,000
Other funds total: \$242,299,138

Ms. Marrone, Ms. Wagner, and Mr. Bolden addressed previous questions raised at the last Board meeting:

- MAPS vacancies
- Elementary specialist reassignments (moving forward with a new plan – a separate from RIF process)
- Staffing adjustment set-aside
- Middle School bell schedule updates
 - Plan supports access to IEP and ELD services
 - Plan supports access to electives

Staff briefly fielded follow-up questions about the information presented. Board members provided closing reflections related to the adoption of the 2026-27 Budget.

MOTION: Vice Chair Thessen moved to adopt Resolution 2027-01 Adopting the 2026-27 Budget, Making Appropriations, Imposing and Categorizing Taxes. 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 of the motion.**

2. APPROVE NEXT STEPS FOR COLLECTIVE BARGAINING

Superintendent Mickelson recommended approving next steps for collective bargaining.

The BOD discussed forming an ad hoc committee to support the collective bargaining process.

Following discussion and the motion, Chair Di Liberto engaged the Board in electing three members to serve on the ad hoc committee. Ms. Rabasa, Ms. Jonak, Ms. Newman, Chair Di Liberto, and Vice Chair Thessen all volunteered to serve on the ad hoc committee.

The following three names were randomly selected: Chair Di Liberto, Ms. Newman, and Ms. Rabasa.

MOTION: Vice Chair Thessen moved to create an ad hoc committee of three directors to debrief and review negotiation practices over the last few years and to explore and evaluate bargaining options; this may include gathering feedback and information from past district team members and employee group team members. Ms. Rabasa 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 of the motion.**

3. APPROVE BOARD DIRECTORS PARTICIPATION IN OREGON SCHOOL BOARD ASSOCIATION (OSBA) CONFERENCES

Superintendent Mickelson recommended approving the action item.

Vice Chair Thessen cited budget constraints as a contributing factor.

MOTION: Vice Chair Thessen moved to approve pausing covering the cost of BOD attendance at Oregon School Board Association (OSBA) conferences for the 2026-27 school year. 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 of the motion.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. ADOPT RESOLUTION NO. 2025-26-11 FOR SUPPLEMENTAL BUDGET NO. 1, MAKING APPROPRIATIONS FOR THE 2025-26 FISCAL YEAR

Mr. Blyth presented information related to Adopting Resolution No. 2025-26-11 for Supplemental Budget No. 1, Making Appropriations for the 2025-26 Fiscal Year.

He said the proposed resolution aligns the fiscal year 2025/26 budget with the anticipated year-end requirements by both fund and function; and that adjustments will be made in

three fund families: General Fund, Special Revenue Fund, and Internal Services Fund. He said the General Fund adjustments do not change the overall requirements but align appropriations with the function from where the funds were budgeted to where the expenditure occurred. Adjustments in the Special Revenue Fund recognize additional grant revenues that were not known or anticipated when the budget was adopted. He noted recognition of additional resources and requirements in the Internal Services Fund. Lastly, he mentioned recognition of additional beginning fund balance and cost increases that were higher than anticipated when creating the budget.

Ms. Munro sought clarification that the allocation of dollars is being moved between categories and that there is no taking away of nor adding of dollars.

Mr. Blyth responded that in the General Fund that is correct; there are additions in the other two categories.

2. APPROVE AMENDMENTS TO THE 2026-2027 SCHOOL YEAR CALENDAR

Ms. Wagner provided information related to approving amendments to the 2026-2027 spring semester calendar. She provided information relevant to the amendment.

3. CONSIDER FOR APPROVAL REVISIONS TO POLICY FF–NAMING SCHOOLS, PROGRAMS, AND PROPERTIES

Chief of Staff Carmen Xiomara Urbina presented information related to approval of revisions to Policy FF–Naming Schools, Programs, and Properties via PowerPoint presentation.

She outlined primary objectives:

- Clearer guidance
- Governance clarity
- Community engagement
- Historical context

She outlined aligning district values:

- Cultural and linguistic identity
- Equitable programmatic realities
- Transparency in selection

She noted a core discussion area:

- Ambiguity in “criteria for names”
- Two possible options (Option 1: Status Quo; Option 2: Removal of Preference)

She introduced the process and timeline:

- May 27, 2026: First read
- June 2026: Incorporation of feedback into final draft
- Future meeting: Final recommendation for Board action on June 3, 2026

- Adoption

After a brief discussion, Board members expressed overall favor for Option 2: Removal of Preference.

X. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

There were none.

XI. ADJOURN WORK SESSION

Chair Di Liberto adjourned the work session at 9:18 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

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

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

Date: June 3, 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 May 29, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

Jenny Jonak

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Bob Blyth, Assistant Director of Finance
Steve Shininger, Network Services Manager
Kate Marrone, Director of Human Resources
Kelly McIver, Director of Communications
Brooke Wagner, Assistant Superintendent for Administrative Services
Oscar Loureiro, Director of Research and Planning
Jackie Garcia Villa, Executive Assistant to the Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Kaleia Davis, Sheldon High School
Katheryn Hehman, International High School
Deeya Patel, South Eugene High School
Lizbeth Maria Vargas, North Eugene High School
Josiah Mckinley, North Eugene High School

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Jamie Myers, Eugene Education Association (EEA) President

David Wines, Eugene Education Association (EEA) Vice President

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

MEDIA:

KRVM

Register Guard (online)

Lookout Eugene-Springfield

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

Chair Di Liberto called the Eugene School District 4J Board of Director’s (BOD) regular meeting to order at 5:59 p.m. He said the names of the members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto reported that one or more Board members attended the following activities or events:

- International High School civil action project event(s)
- Youth Pride Festival at North Eugene High School
- EWEB Electrical Vehicles Challenge at Lane County Fairgrounds
- Recognition of Jenny Jonak as recipient of the 2026 Turtle Award on behalf of City Club of Eugene
- Reading Opens the World Book Fair at North Eugene High School
- Annual 4J Retirement Celebration

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Miriam provided a statement expressing gratitude to the Board, Student Representatives, student body, staff, families, and community partners. She said they have navigated significant stressors and difficult decisions together and she has been inspired by the dedication, resilience, and care demonstrated. She reported on the success of the Reading Opens the World Book Fair at North Eugene High School. She acknowledged end-of-the-school-year celebrations and achievements.

Superintendent Mickelson introduced district athletic directors to recognize student athletes, including champions in track and field and tennis.

Superintendent Mickelson recognized South Eugene High School graduating senior Isa Helms, who has made 4J history by becoming the first student in the district to earn a

Seal of Bilingualism in an Indigenous language. Ms. Helms provided a statement in miluk, an Indigenous language of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw, and in English.

Superintendent Mickelson recognized students who served on the Educational Equity Advisory Committee (EEAC). She acknowledged numerous Golden Apple recipients in following categories: classified staff, licensed staff, Managers, Administrators, Professionals, and Supervisors (MAPS), volunteers, Apple Seed, and lifetime achievement.

Chair Di Liberto recognized students who served as representatives to the BOD.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Katheryn Hehman, International High School (IHS) Student Representative, provided a report. She said IHS held their final closing assembly, during which IB candidates received their stoles and student government was recognized. She announced that the IHS graduation ceremony is happening on Friday, June 5. She expressed gratitude for the honor of serving as Student Representative and acknowledged the competency of Board members.

Lizbeth Maria Vargas, North Eugene High School Student Representative, provided comments. She reflected on accomplishments, including the success of Fiddler on the Roof. Ms. Vargas mentioned the following events: Junior Speech Night on Thursday, June 4 and the North Eugene High School graduation ceremony on Saturday, June 6.

Deeya Patel, South Eugene High School Representative, provided comments. She expressed gratitude for serving as Student Representative. She said seniors will gather for an Ice Cream Social on Thursday, June 4. The South Eugene High School graduation ceremony is on Saturday, June 6. She relayed sadness in light of staff and educators impacted by recent budget reductions.

Kaleia Davis, Sheldon High School, on behalf of Mr. Hamilton, expressed gratitude for how her experiences at the district shaped her success and how her opportunity as a Student Representative contributed to her growth.

Autumn Thessen, ECCO, on behalf of Vice Chair Thessen, encouraged leadership to remember the needs of all district students, including those at ECCO.

Josiah Mckinley, North Eugene High School, thanked the Board for their dedication during the school year and expressed thanks for the opportunity to serve as a Student Representative.

VI. ITEMS RAISED BY THE AUDIENCE

Amy Petty (online), 4J educator, provided comments. On the topic of transition plans for staff impacted by district budget reductions, she raised concern about educators being

responsible for moving and storing items that are used for educational purposes. She provided an example and cited costs. Ms. Petty urged the district to support staff during their transition process.

Niyah Ross (online), on behalf of Honoring Our New Ethnic Youth (H.O.N.E.Y), provided comments. She said due to unexpected reductions in grant funding, their Multicultural Summer Academy (serving 200 youth across Lane County) is at risk of being cancelled. She described numerous benefits of their programming, which is free of cost for all families. Ms. Ross requested 4J's support.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President, provided comments. She acknowledged the impact the budget reduction process is having on staff and urged ongoing discussions. She expressed favor for the Board's decision to form an ad hoc committee to support the collective bargaining process. She thanked Superintendent Mickelson for her partnership at the Reading Heals the World event at North Eugene High School and reported on its success. She mentioned an Emergency Town Hall happening on Wednesday, June 10 at 4:30 p.m. at Roosevelt Middle School.

Jamie Myers, Eugene Education Association (EEA), provided comments. She shared that educators are experiencing grief, anger, and confusion in the face of budget reductions. She said their organization recently hosted a presentation on filing for unemployment benefits. She urged the district to designate and publicize a point person to help answer unemployment-related questions. She spoke about the process for voluntary transfers and urged the district to approve the requests. She urged collaboration regarding educational funding at the state level. She also mentioned the Emergency Town Hall on June 10 at Roosevelt Middle School. She encouraged attending A Day of Action on Tuesday, June 16 at 8:00 a.m. at the Oregon State Capitol.

VIII. CONSENT GROUP – ITEMS FOR ACTION

There were none.

IX. ITEMS FOR INFORMATION

1. JUNE BOARD WORK SESSION PLANNING UPDATES

Chair Di Liberto mentioned a planning work session scheduled for Monday, June 22 from 9:00 a.m. to 12:00 p.m. Topics to be discussed will include:

- Use of Board Chair remarks v individual Board member comments
- Email response protocol
- Process for creating agendas
- Process for meeting with employee groups
- Review alternating regular meetings and work sessions

- Review response to public comment protocol and amount/volume of public comment protocol
- Review school visit invitations from staff
- Review meeting start time
- Revisit Board meeting calendar

X. ITEMS FOR ACTION

1. APPROVE AMENDMENTS TO THE 2026-27 SCHOOL YEAR CALENDAR

Assistant Superintendent for Administrative Services Brooke Wagner recommended approving amendments to the 2026-27 school year calendar. She clarified that they are not presenting a two-year rolling calendar, as has been provided in the past, because the state is still working on administrative rules related to an executive order.

MOTION: Vice Chair Thessen moved to approve amendments to the 2026-27 school year calendar as presented. 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 of the motion.**

2. APPROVE REVISIONS TO POLICY FF NAMING AND RENAMING SCHOOLS, PROGRAMS, AND PROPERTIES

There was no discussion.

MOTION: Vice Chair Thessen moved to approve revisions to Policy FF Naming and Renaming Schools, Programs, and Properties. Ms. Newman 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 of the motion.**

3. ADOPT RESOLUTION NO. 2025-26-11 FOR SUPPLEMENTAL BUDGET NO. 1 MAKING APPROPRIATIONS FOR THE 2025-26 FISCAL YEAR

There was no discussion.

MOTION: Vice Chair Thessen moved to adopt Resolution No. 2025-26-11 For Supplemental Budget No. 1 Making Appropriations for the 2025-26 Fiscal Year. Mr. Hamilton 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 of the motion. Ms. Jonak absent.**

4. APPROVE MEMORANDUM OF AGREEMENT (MOA) BETWEEN OREGON SCHOOL EMPLOYEE ASSOCIATION (OSEA) CHAPTER 1 AND EUGENE SCHOOL DISTRICT 4J

Ms. Wagner recommended approval of Memorandum of Agreement (MOA) between Oregon school employee association (OSEA) Chapter 1 and Eugene School District 4J.

Ms. Munro said that she recognizes the value and importance of our labor partners for the district and our employee unions represent core stakeholder groups for 4J. She said she appreciates and respects the work of our employee unions. She said, she will be voting no on this matter because she believes it is not appropriate for the district, to pay for the salary of a union president. She said the matter is highly unusual and represents a significant change to the collective bargaining agreement with OSEA.

MOTION: Vice Chair Thessen moved to approve a Memorandum of Agreement (MOA) between Oregon School Employee Association (OSEA) Chapter 1 and Eugene School District 4J. Mr. Hamilton seconded. **The motion passed, 5:1:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, and Mr. Hamilton all voting in favor; Ms. Munro opposed.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

Ms. Rabasa suggested considering Policy FF – Naming and Renaming Schools, Programs, and Properties.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Thessen provided a brief report from Lane Education Service District (Lane ESD).

Ms. Newman thanked Eugene Education Foundation (EEF) for their recent grant contributions and sponsorships supporting 4J.

Ms. Rabasa brought attention to collaborating with partners for educational advocacy at the legislative level. She urged attendance at the Emergency Town Hall on Wednesday, June 10 at Roosevelt Middle School. She recognized 4J General Education Development (GED) completions.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

There were none.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 7:33 p.m.

Miriam Mickelson, Superintendent
Chair

Tom Di Liberto, Chair

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

June 17, 2026

Title:

Approve the Contract for Nutrition Services with Franz Bakery-United States Bakery (RFP 26-457)

Presenter:

Jill Cuadros, Director of Nutrition & Warehouse Services

Description:

On May 1, 2026, the District issued a Request for Proposals (RFP 26-457) for the Nutrition Services bakery distributor. The current contract with Franz expires June 30, 2026. For reference, the District spent approximately \$124,712.43 with Franz in FY26 and anticipates a similar spend in FY27.

This solicitation process is highly regulated and complex. The Oregon Department of Education (ODE) requires a formal competitive process every five years, provides the RFP and contract templates, and approves all revisions before finalization.

On May 31, 2026, only one vendor submitted a proposal in response to RFP 26-457:

- Franz Bakery – United States Bakery

As procurement law requires, a three-member selection committee comprised of Nutrition Services management staff reviewed the proposal according to the following evaluation criteria:

- Cost/Pricing
- Product Quality & Availability
- Service/Deliveries
- Delivery Timeliness, Flexibility, and Customer Service
- Local Business Ties

Decision:

It was determined that Franz continues to be the local, most cost-effective provider of consistently outstanding quality and customer service in the area, which supports the Nutrition Services decision to request sign-off from the board to award the bid to Franz Bakery – United States Bakery.

Recommendation:

The superintendent recommends that the Board approve the contract with Bakery – United States Bakery for one year, with the option of up to four annual renewals.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

June 17, 2026

Title:

Approve the 5-Year Wireless Architecture Maintenance Agreement

Presenter:

Dan Farley, Director of Technology

Background:

The district’s current network infrastructure—including which switches, wire, access points and security firmware—requires critical updates.

Extending the maintenance agreement already in place, which has served the district well for the past five years, ensures that wireless access will continue without interruption. With this new five-year agreement, staff and students will maintain seamless access to our wireless architecture to send emails, host virtual meetings, conduct internet research, deliver lessons, and complete assignments.

The 5-Year Wireless Architecture Maintenance Agreement will span five years, from July 1, 2026, through June 30, 2031. It features a total cost of \$478,956 (approximately \$95,791 per year).

This request is submitted with the intent of maintaining continuous coverage for the district’s wireless systems. If the district does not move forward with this agreement, network access could be disrupted district-wide with no way to resolve issues in real time.

Budget/Resource Implications:

This maintenance agreement is funded by operational reserve funds for the upcoming five-year period through June 2031. Beyond the duration of this agreement, the district will need to identify an alternative funding source, as reserve funds will no longer be available for this purpose.

Recommendation:

The superintendent recommends purchasing the 5-Year Wireless Architecture Maintenance Agreement using operational reserve funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 17, 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:***

None.

- 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
135662	Resignation	06/15/2026
172445	Resignation	06/15/2026
164680	Resignation	06/15/2026
165349	Resignation	06/15/2026
167732	Resignation	06/15/2026
170301	Resignation	06/15/2026
170902	Resignation	06/15/2026
166352	Resignation	06/15/2026

166843	Resignation	06/15/2026
133967	Retirement	09/01/2026
166020	Retirement	09/01/2026
135385	Retirement	08/01/2026



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

June 17, 2026

Title:

Approve Resolution 2026-27-02 Designation of District Officers, Clerks, Agents, and Depositories of Funds

Presenters:

Bob Blyth, Associate Director of Finance

Background:

Oregon Revised Statute 332.525 directs school boards to designate the chief administrative officer of the district as district school clerk. Additionally, school boards may designate qualified persons as deputies of the chief administrative officer in performing the duties required of the school district clerk.

Options and Alternatives:

Should the Board elect to not approve this resolutions, the District would not have a sufficient number of people with authority designated as prescribed by Oregon statute to support District operations.

Recommendation:

The superintendent recommends that the Board of Directors approve Resolution 2026-27-02 Designation of District Officers, Clerks, Agents and Depositories of Funds.



**RESOLUTION 2026-27-02
DESIGNATION OF DISTRICT OFFICERS, CLERKS,
AGENTS, AND DEPOSITORIES OF FUNDS**

AUDITOR

WHEREAS ORS 328.465 and 297.425 requires the Eugene School District 4J (“district”) to have an annual audit of the books and accounts of the district by an authorized municipal accountant;

BE IT RESOLVED, that Clear Trails CPAs, LLC is hereby designated to serve as auditor for the district for the fiscal year 2026-27.

DISTRICT CLERKS

WHEREAS,

1. ORS 332.515 requires the district school board to appoint its chief administrative officer as the school district clerk; and
2. It is advisable for additional staff members to be designated by the board as deputy clerk, and ORS 332.515 so allows;

BE IT RESOLVED,

1. Miriam Mickelson, Superintendent of Eugene School District 4J, is appointed to serve as clerk of the district for the 2026-27 school year; and
2. Kyle Tucker - Chief Operations Officer, Carmen Xiomara Urbina - Chief of Staff, Brooke Wagner - Assistant Superintendent, Bob Blyth - Associate Director of Finance, and Ryan Spain - Director of Facilities are hereby appointed deputy clerks for the 2026-27 fiscal year.

CUSTODIAN OF FUNDS

WHEREAS ORS 328.441 requires the school board to designate the persons to be custodians of school funds;

BE IT RESOLVED, Superintendent Miriam Mickelson is designated as the custodian of district school funds for Eugene School District for the 2026-27 fiscal year and authorized signer on its checks.

DISBURSEMENT OF SCHOOL FUNDS

WHEREAS, in accordance with ORS 328.445, the district’s obligations shall be paid by check bearing the original signature of the custodian of district school funds, or if authorized by the school board, the custodian’s facsimile signature;

BE IT RESOLVED that the obligations of the district may be paid by check bearing the original signature of the custodian of school funds, the custodian's facsimile signature, or by bank wire transfer.

BUDGET OFFICER

WHEREAS, the school board is required by ORS 294.331 to designate one person to serve as budget officer.

BE IT RESOLVED, that Bob Blyth is hereby designated to serve as the district's budget officer for the fiscal year 2026-27.

DEPOSITORY BANKS

WHEREAS, in accordance with ORS 328.441(2), 294.035, and 294.805 to 294.895, Eugene School District 4J must designate the institutions that serve as depositories for school funds;

BE IT RESOLVED, that the following depositories are hereby approved as official depositories for Eugene School District 4J funds for the 2026-27 fiscal year:

- Institution
- Columbia Bank
- Oregon State Local Government Investment Pool
- Zions Bank
- US Bank
- Wells Fargo
- Commerce Bank
- JP Morgan

DESIGNATION OF LOCAL PUBLIC CONTRACT REVIEW BOARD

Be it resolved that the governing body of Eugene School District 4J, the Board of Directors, be designated as the Local Public Contract Review Board for 2026-27.

Adopted by the Board of Directors for the Eugene School District 4J on this 17th day of June, 2026.

Board Chair

Date

Miriam Mickelson, Superintendent

Date



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 17, 2026

Title

Approve Resolution 2026-27-04 Delegation of Purchasing & Signing Authority

Presenter

Bob Blyth, Associate Director of Finance

Description

Board policy DJ provides purchasing and contracting authority within specified limits to the Superintendent and Deputy Clerks, and further provides that such authority may be further delegated. The superintendent has identified the positions to whom purchasing and contracting authority shall be delegated. For transparency and clarity, the Superintendent has prepared a resolution outlining the delegation of purchasing and signing authority, including the applicable limits.

Nothing in this resolution changes the limitations already in board policy, including the limit that purchases and contracts \$250,000 or above must be approved by the school board before starting.

Recommendation:

The superintendent recommends that the Board of Directors approve Resolution 2026-27-04 Delegation of Purchasing and Contracting Authority.

RESOLUTION 2026-27-04

DELEGATION OF PURCHASING AND CONTRACTING AUTHORITY

WHEREAS:

1. The Board annually appoints the Eugene School District 4J Clerk and Deputy Clerks; and
2. The Clerk and Deputy Clerks have purchasing and signing authority, which includes the authority to direct expenditures within approved budget limits for the school year or as approved or authorized by Board action; and
3. The Superintendent is authorized to delegate purchasing and signing authority and the table below reflects the Superintendent’s designated authority by position and amounts; and
4. The Superintendent recommends and requests that the Board affirm the delegations of authority set forth in this resolution.

NOW, THEREFORE, BE IT RESOLVED:

1. The positions listed in the table below are, for the 2026-27 fiscal year, authorized to sign contracts, conveyances or other documents on behalf of the District, within the requirements of law, district policies, and limits set forth below (“Signing Authority”).
2. The positions listed in the table below are, for the 2026-27 fiscal year, authorized to approve and direct expenses within approved budget limits, or as approved by Board action or Board authority, within the limits set forth below (“Purchase Authority”).

Title	Clerk Designation	Purchase Authority (not to exceed)	Purchase Authority (with Board approval)	Signing Authority (not to exceed)	Signing Authority (with Board approval)
Superintendent	Clerk	250,000	Unlimited	250,000	Unlimited
Assistant Superintendent	Deputy Clerk	250,000	Unlimited	250,000	Unlimited
Chief Operations Officer	Deputy Clerk	250,000	Unlimited	250,000	Unlimited
Assoc. Finance Director	Deputy Clerk	250,000	Unlimited	250,000	Unlimited
Chief of Staff	Deputy Clerk	250,000	Unlimited	250,000	Unlimited
Director of Facilities	Deputy Clerk	250,000	Unlimited	250,000	Unlimited
Director of Technology	N/A	50,000	50,000	50,000	N/A
Director of Transportation	N/A	50,000	50,000	50,000	N/A
Director of Nutrition Services	N/A	50,000	50,000	50,000	N/A
Director of Human Resources	N/A	50,000	50,000	50,000	N/A

Director of Elementary Ed	N/A	50,000	50,000	None	N/A
Director of Secondary	N/A	50,000	50,000	None	N/A
Director of Student Services	N/A	50,000	50,000	None	N/A
Facilities and Maintenance Manager	N/A	10,000	10,000	10,000	N/A
Custodial Manager	N/A	10,000	10,000	10,000	N/A
KRVM Operations Manager	N/A	10,000	10,000	10,000	N/A
Nutrition Manager	N/A	10,000	10,000	None	N/A
Principals	N/A	10,000	10,000	None	N/A
Financial Supervisor	N/A	0	0	5,000	N/A
Purchasing Analyst Clerk	N/A	0	0	5,000	N/A

Adopted by the Board of Directors for the Eugene School District 4J on this 17th day of June, 2026.

Tom DiLiberto, Board Chair

Date

Miriam Mickelson, Superintendent

Date



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting:

June 17, 2026

Title:

Set Tuition Rates for the 2026-27 School Year

Presenter:

Brooke Wagner, Assistant Superintendent for Administrative Services

Background:

Each year a few non-resident students pay tuition to attend our schools, and other districts contract with us to provide services to their students with special needs. This tuition is charged when the non-resident student does not fall within the parameters under which the District receives state reimbursement through the State School Fund. The Board sets tuition rates for students in kindergarten, elementary school, middle school, high school and special education. We propose the following rates for 2026-27:

Rates for General Education Students

Grades K-12 \$13,608 or \$1,512 per month (nine months)

General education tuition rates are analyzed in conjunction with the state per child calculation. These rates represent an average increase of approximately 5% over 2025-26 rates for all grades.

Rates for Students with Special Needs

Elementary, Middle and High School Learning Center:

\$22,038 plus the cost of related services

Elementary, Middle and High School Life Skills:

\$78,900 plus the cost of nursing services

Community Transition Program:

\$35,642 plus the cost of related services

Special education tuition rates are calculated using 2026-27 projected caseloads, staffing allocations, average salaries, and the December special education census. These rates represent an increase of 11.46% from the 2025-26 learning center rate and a 11.34% increase for the Community Transition Program rate. The costs of a Life Skills placement is set by Lane ESD, and increased 12.7% from 2025-2026.

Options and Alternatives:

The Board may approve the proposed tuition rates, amend the rates, or decline to approve one or more of these rates. Without Board approved tuition rates, the District would be challenged to negotiate fair, consistent contracts with other districts when providing services to special needs students. The lack of general education rates would also impact the process of accepting non-resident students, most notably international students coming to study here.

Budget/Resource Implications:

Pre-approved out-of-district students are allowed to transfer without tuition charges. During the 2026-27 school year, the District anticipates revenue for general education tuition for up to 5 international students and revenue for up to 15 special needs non-resident students as capacity is available.

Recommendation:

The superintendent recommends approval of the tuition rates as proposed.



ITEM FOR INFORMATION

Date of Meeting:

June 17, 2026

Title:

Howard Attendance Area Adjustment/Realignment Implementation Plan

Presenters:

Carmen Xiomara Urbina, Chief of Staff
Jeff Johnson, Director of Elementary Education

Background:

The purpose of this information item is to provide the Board of Directors with an update on the Phase I Howard Elementary attendance area adjustment and the transition planning underway for the 2026–27 school year.

This update provides historical context regarding the North Eugene Superboundary, summarizes the review and family engagement process, outlines the anticipated impacts on students and families, and describes the supports being implemented to ensure a successful transition.

Executive Summary

In 2011, the district established what became known as the North Eugene Superboundary. The Superboundary was designed to support enrollment patterns and provide equitable access to district programs, including language immersion opportunities.

During the development of the Superboundary, district leaders acknowledged that the model should be monitored and revisited over time to identify unintended consequences and determine whether future adjustments would be necessary.

Over the past 15 years, the district’s neighborhoods, transportation patterns, and enrollment distributions have changed significantly. While those changes occurred, portions of the Superboundary remained unchanged.

As a result, a small number of students living in the southern portion of the Howard Elementary attendance area are assigned to Howard despite residing significantly closer to Adams Elementary or César Chávez Elementary. For some families, this means young students travel between 3.5 and 4.5

miles each way to attend school, often bypassing a neighborhood school located much closer to home.

Families also shared that distance can create challenges in participating in school events, responding to emergencies, building relationships within the school community, and maintaining strong connections to their child's school.

In response, the district conducted a Phase I review of this attendance area to determine whether the current boundary configuration continues to serve students and families as originally intended.

The review confirmed that a limited attendance area adjustment would better align school assignments with current neighborhood geography while reducing transportation burdens and maintaining continuity of services, supports, and student relationships.

This work fulfills the district's original commitment to evaluate the long-term impacts of the North Eugene Superboundary and address unintended consequences that have emerged as community needs have evolved.

Why Now?

The district recognizes that this issue has existed for many years. However, through ongoing review of attendance boundaries, transportation impacts, and equitable access to neighborhood schools, district staff identified an opportunity to address a long-standing unintended consequence of the North Eugene Superboundary.

This Phase I adjustment represents the first step in fulfilling the district's original commitment to evaluate the effectiveness of the Superboundary and ensure attendance boundaries continue to reflect current community needs.

Student & Family Impact

The Phase I attendance area adjustment focuses on a small portion of the southern Howard Elementary attendance area.

Following address verification, enrollment review, and direct outreach with affected families, the district identified 13 families and 26 elementary students who would be impacted by the adjustment.

Impact Category	Count
Total Families Impacted	13
Total Elementary Students Impacted	26
	34

Students Assigned to Adams Elementary	15
Students Assigned to César Chávez Elementary	11

Of the impacted families, eight families (15 students) would be assigned to Adams Elementary and five families (11 students) would be assigned to César Chávez Elementary.

Middle school students residing within these households were reviewed separately. No middle school assignment changes are proposed as part of this Phase I adjustment.

Student Support Considerations

Student support needs were a central consideration throughout the review and transition planning process.

Student Support Category	Count
Students with Active IEPs	7
Students with Active 504 Plans	1
Total Students with Support Plans	8

In addition, families shared information regarding social-emotional supports, behavioral needs, counseling services, autism-related accommodations, and trauma-informed practices that have contributed to student success.

As a result, this work has been approached not simply as an attendance area adjustment, but as a student-centered transition process focused on preserving continuity of support, relationships, and belonging.

Family Engagement Process

Recognizing the significance of this adjustment for students and families, the district prioritized direct and personalized engagement throughout the review process.

The engagement process included:

Internal Review and Verification

District staff collaborated with Research & Data, Transportation Services, Student Services, and Howard Elementary administration to verify student enrollment records, residential addresses, transportation considerations, and student support needs.

Family Listening Conversations

District staff personally contacted every impacted family to discuss the proposed adjustment, answer questions, and better understand each student's unique circumstances. These conversations provided valuable insight regarding transportation challenges, student relationships, social-emotional needs, special education services, and family preferences.

Follow-Up Communication

Following the initial conversations, district staff conducted additional outreach to provide updated information, discuss available options, review next steps, and ensure families understood available supports.

Families received information through phone calls, email communications, mailed letters, and ParentSquare messages.

Student Support Planning

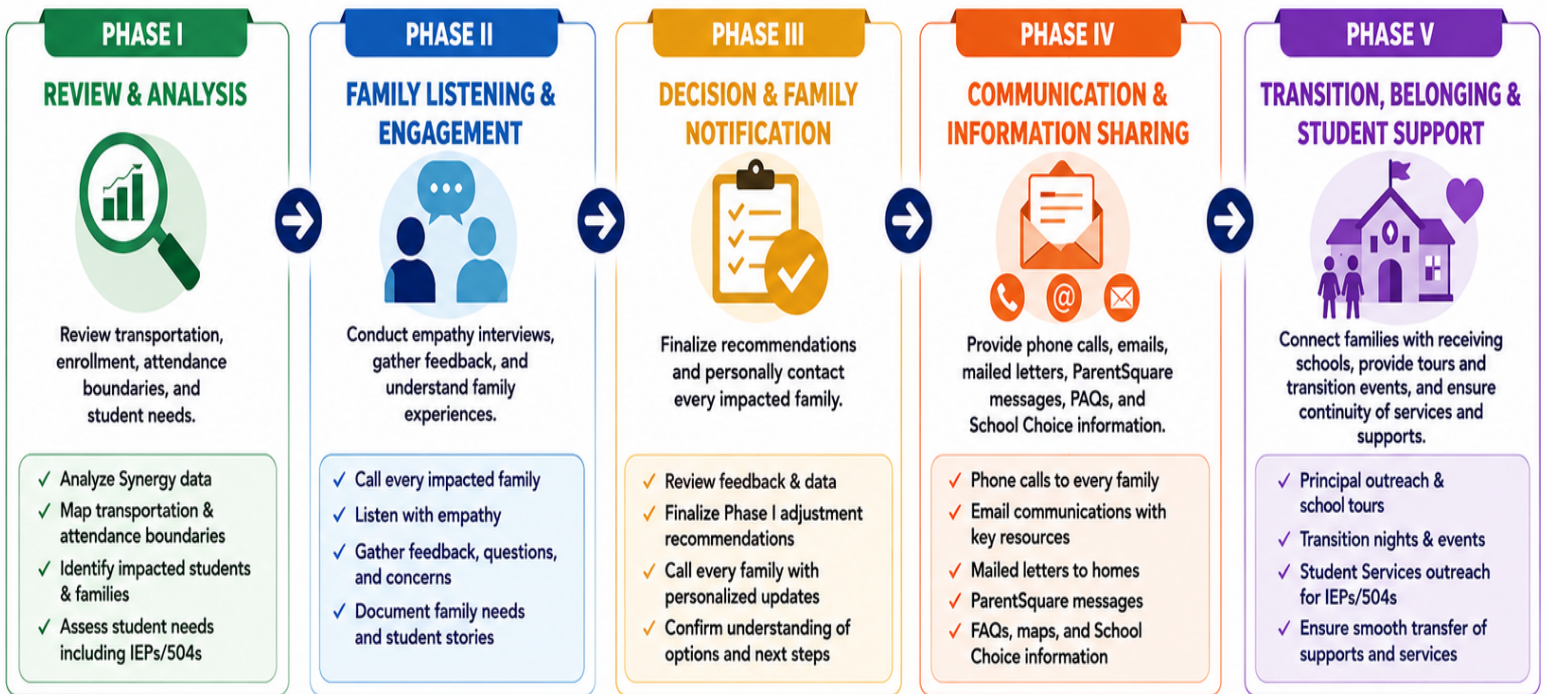
Student Services staff worked directly with families and school teams to ensure continuity of services for students receiving special education and 504 supports.

School-to-Family Connections

Receiving principals from Adams Elementary and César Chávez Elementary have initiated outreach with incoming families and are coordinating school visits, tours, and transition opportunities prior to the start of the school year.

HOWARD ELEMENTARY ATTENDANCE AREA ADJUSTMENT PROCESS

A thoughtful, family-centered approach to ensure every student is known, supported, and belongs.



STUDENT & FAMILY IMPACT SUMMARY	
Impact Category	Count
Total Impacted Families	13 Families
Total Elementary Students Impacted	26 Students
Students Assigned to Adams Elementary	15 Students
Students Assigned to César Chávez Elementary	11 Students

★ Note: This Phase I adjustment impacts 13 families and 26 elementary students. Of those students, 15 would be assigned to Adams Elementary and 11 would be assigned to César Chávez Elementary.

STUDENT SUPPORT PROFILE	
Student Support Category	Count
Students with Active IEPs	7 Students
Students with Active 504 Plans	1 Student
Total Students with Support Plans	8 Students

31% Eight of the 26 impacted elementary students (31%) currently receive specialized supports through an IEP or 504 Plan.

What We Heard from Families

While each family's circumstances were unique, several consistent themes emerged throughout the engagement process.

Families Understood the Rationale

Many families acknowledged the benefits of assigning students to schools located closer to home, including reduced travel time and stronger neighborhood connections.

Student Relationships Matter

The most common concern centered on preserving the relationships, routines, and sense of belonging students have established at Howard Elementary.

Transportation Creates Real Barriers

Families described the challenges associated with long bus rides, early morning pickup schedules, and limited proximity to their assigned school.

Continuity of Support Is Essential

Families emphasized the importance of maintaining academic supports, behavioral interventions, counseling services, and special education services throughout the transition process.

Family feedback directly informed the district's transition planning and reinforced the importance of personalized support and ongoing communication.

Family Options

The district remains committed to providing flexibility and support for impacted families.

Option 1: Attend the Newly Assigned Neighborhood School

Students may enroll in their newly assigned attendance area school. Transportation services will be provided in accordance with district transportation eligibility requirements.

Receiving schools have begun planning welcoming and transition activities for students and families.

Option 2: Remain at Howard Elementary

Recognizing the importance of stability, belonging, and established school relationships, currently enrolled Howard Elementary students who are impacted by the attendance area adjustment may remain at Howard through fifth grade.

Families wishing to exercise this option will complete the district's School Choice process and will receive priority consideration due to their impacted status.

While transportation is available for students attending their assigned neighborhood school, district transportation is not provided for students attending through School Choice. Families choosing to remain at Howard would be responsible for transportation.

Beginning in the 2026–27 school year, newly enrolling students residing within the adjusted attendance area will be assigned to their designated neighborhood school.

Next Steps

During Summer 2026, district staff will continue implementation planning and family support efforts, including:

- Supporting families with School Choice decisions and applications.
- Coordinating outreach from receiving schools.
- Conducting school tours and transition opportunities.
- Finalizing transportation routes and communicating bus schedules.
- Completing special education and 504 transition planning.
- Monitoring student and family transition needs throughout the summer and into the opening weeks of the 2026–27 school year.

Why This Information Is Being Shared With the Board

While attendance area adjustments of this nature fall within the Superintendent's authority under Board Policy JC and Administrative Procedure J1300, this information item is provided to ensure the Board is informed of the historical context, family engagement efforts, anticipated impacts, and implementation planning associated with this adjustment.

Providing this update supports transparency and reflects the district's commitment to ensuring that attendance boundaries continue to serve students and families in ways that are equitable, practical, and responsive to changing community needs.

Closing Reflection

Our goal is not simply to adjust attendance boundaries. Our goal is to ensure that every student and family experiences a welcoming, supported, and successful transition. Through personal outreach, clear communication, school visits, transition events, and individualized support, we will help students and families navigate this change with confidence, care, and an absolute sense of belonging.

Board of Directors Information Item

Howard Elementary Attendance Area Adjustment

Phase I Implementation Update

Presenters: Carmen Xiomara Urbina, Chief of Staff & Jeff Johnson, Elementary Level Director

June 17, 2026

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Purpose of This Update



Context & Review

An overview of the North Eugene Superboundary historical context and why this structural review was initially conducted.



Impacts & Voices

Understanding student, family, and structural support needs, combined with strategic community outreach and family feedback.



Transitions

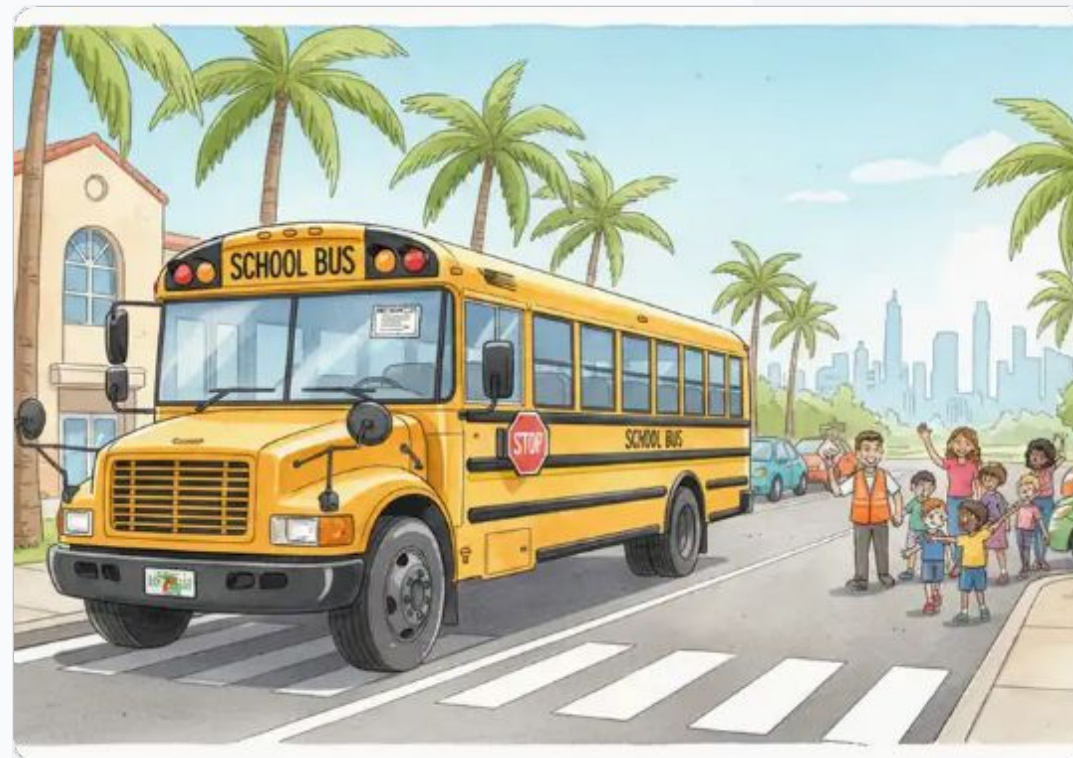
Executing smooth transitions for the 2026–27 school year and securing comprehensive family support pathways.

The Question Guiding This Work

Are we asking our youngest students to travel farther than necessary?

A small group of Howard Elementary students live significantly closer to Adams or César Chávez.

- **Proximity Gap:** Students travel 3.5 to 4.5 miles to school each morning.
- **Unnecessary Transit:** Buses pass neighborhood schools much closer to home.
- **Optimization Goal:** Ensuring current attendance areas serve families as originally intended.



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Historical Context

The Superboundary (2011)

Established fifteen years ago to balance and optimize neighborhood district dynamics. Its core original design intended to:

- ✔ Support active enrollment patterns
- ✔ Secure access to specialized programs
- ✔ Expand language immersion access

Our Ongoing Commitment

When the Superboundary was created, leaders recognized that impacts must be continually reviewed over time to balance unintended results.

Fifteen years later, the district is fulfilling that exact historical promise to its residents.

| Why Now?

A Shifting Landscape

Since the initial 2011 layout, neighborhoods have structurally evolved, local transit routes have shifted, and general enrollment distributions have fundamentally changed.

A small number of modern students remain assigned to Howard Elementary despite living much closer to Adams or César Chávez Elementary.

Phase I addresses this long-standing unintended spatial issue directly.



Student & Family Impact

Impact Category	Total Scope Count	Details & Family Assignments
Families Impacted	13 Families	8 assigned to Adams, 5 assigned to César Chávez
Students Impacted	26 Students	15 going to Adams, 11 going to César Chávez
Middle School Assignments	0 Impacted	No middle school changes are proposed in this phase

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Note: Boundary adjustments apply strictly to elementary assignments. Family structures remain fully supported.

Student Support Profile

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STUDENTS WITH SUPPORT PLANS

A Personalized Support Pathway

We are treating this transition not simply as a boundary line adjustment, but as a deeply coordinated student-support pathway.

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- 7 Students with IEPs
- 1 Student with 504 Plan
- Counseling Services
- Social-Emotional Support
- Autism Accommodations
- Trauma-Informed Support

Family Engagement Process

Every impacted family was contacted directly through customized outreach channels.



Direct Dialogue

Conducting individual conversations, follow-up calls, and verified student enrollment data directly with parents.



Multi-Channel

Securing notifications via mail, emails, ParentSquare, and active digital newsletters to prevent gaps.

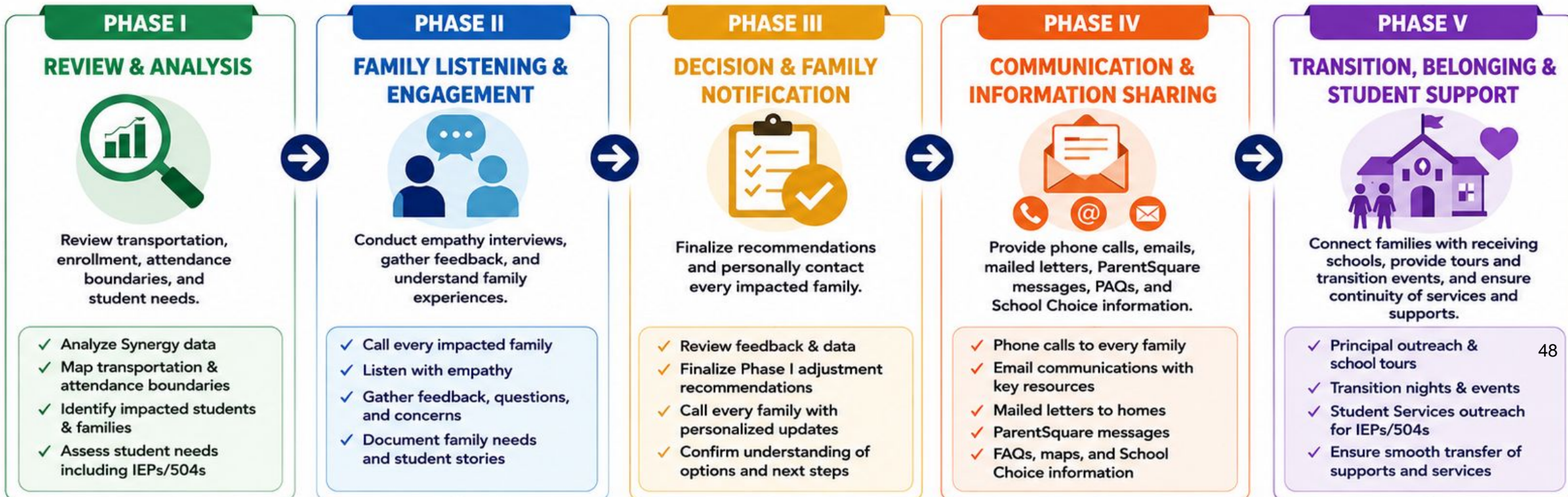


School Outreach

Connecting families directly with new principals, campus tours, and dedicated Student Services advocates.

HOWARD ELEMENTARY ATTENDANCE AREA ADJUSTMENT PROCESS

A thoughtful, family-centered approach to ensure every student is known, supported, and belongs.



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STUDENT & FAMILY IMPACT SUMMARY	
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STUDENT SUPPORT PROFILE	
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31% Eight of the 26 impacted elementary students (31%) currently receive specialized supports through an IEP or 504 Plan.

What We Heard From Families

Understanding the Rationale

Families shared optimism and quick understanding regarding key structural benefits:

- Shorter, safer daily travel times
- School environments located closer to home
- Stronger natural neighborhood ties

Addressing Transitions

Families also outlined critical areas where support must be prioritized:

- Maintaining critical peer friendships
- Preserving trusted staff relationships
- Reducing immediate student anxiety

Core Family Pathways

Option 1

Attend Assigned Neighborhood School

Transition to Adams Elementary or César Chávez Elementary.

- Transportation provided per standard limits
- Personalized school tours facilitated
- Coordinated IEP & 504 plan transitions

Option 2

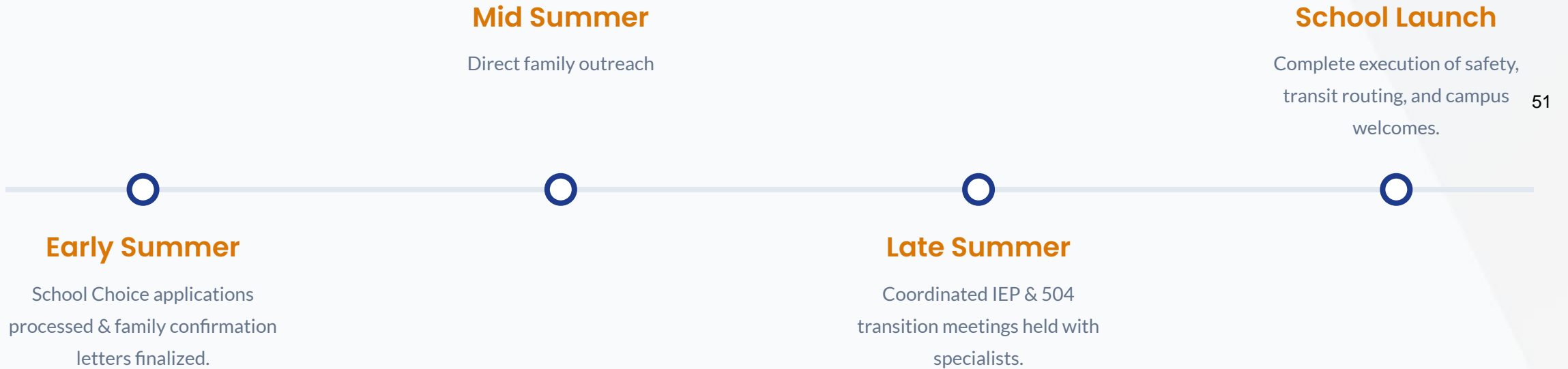
Remain at Howard Elementary

Current students can choose to remain at Howard through the 5th grade.

- School Choice application process required
- Priority placement consideration provided
- Transport becomes responsibility of family

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Transition Timeline



In Closing

Questions & Discussion

By resolving a long-standing, unintended gap of the original North Eugene Superboundary, our goal is to align system equity, proximity, and school stability for our youngest learners.

Thank you for your attention.

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ITEM FOR INFORMATION

Date of Meeting

June 17, 2026

Title

Receive an Update Regarding Personal Electronic Devices (PEDs) Implementation

Presenters:

Carmen Xiomara Urbina, Chief of Staff
Sebastian Bolden, Secondary Level Director

Purpose of This Information Item:

The purpose of this presentation is to provide the Board of Directors with:

- An update regarding Oregon's Personal Electronic Devices (PEDs) requirements.
- A summary of student voice and stakeholder feedback gathered during Spring 2026.
- Information regarding the impact of current PED practices on student learning, engagement, wellness, and school climate.
- An overview of district planning efforts for implementation during the 2026–27 school year.
- An opportunity for Board awareness and discussion as district staff continue implementation planning and monitoring.

This item is presented for information and discussion only. No Board action is requested at this time.

Background:

Across Oregon and nationally, school districts continue to evaluate the impact of cell phones and personal electronic devices on student learning, engagement, mental health, safety, and school climate.

Research indicates that limiting access to personal electronic devices during instructional time can:

- Increase student engagement and classroom participation.
- Improve attention and academic focus.
- Reduce classroom disruptions.
- Support positive peer-to-peer interactions.
- Reduce social media-related conflicts during the school day.
- Promote student wellness and mental health.

As districts implement new state requirements, schools must also address important considerations related to emergency communication, accessibility accommodations, student support plans, and equitable enforcement practices.

To inform implementation efforts, Eugene School District 4J conducted a Student Voice Survey to better understand student experiences and perceptions regarding cell phone and personal electronic device policies.

Student Voice Survey Participation

A total of **1,607 students** participated in the survey.

Approximately **84% of respondents were middle school students**, providing significant insight into student experiences in schools where cell phone restrictions have been implemented most consistently.

What We Heard From Students

Students Understand School Expectations

Survey results indicate that students generally understand their school's expectations regarding personal electronic devices.

- Approximately **77% of students reported understanding the rules and consequences associated with their school's cell phone policy.**
- More than half of students indicated that their school explained the purpose behind the policy.

What This Means

Students largely understand the expectations. Continued communication regarding the purpose and intended outcomes of the policy may strengthen student buy-in and compliance.

Students Report Academic Benefits

Many students identified positive impacts on learning and classroom engagement.

Students reported that PED policies:

- Reduce classroom distractions.
- Help students stay focused during instruction.
- Improve classroom productivity.
- Support teachers' ability to teach effectively.

Approximately half of respondents agreed that the policy positively impacts classroom learning conditions.

What This Means

Student feedback suggests that limiting access to personal devices during instructional time can contribute to improved learning environments and greater student engagement.

Most Students Report Minimal Stress Without Their Phones

When asked about stress or anxiety associated with being separated from their phones:

Response	Percent
Not at all	52.7%
A little	25.4%
Somewhat	11.9%

A lot	10.0%
-------	-------

What This Means

Most students report little to no emotional impact from being separated from their devices during the school day. However, approximately one in five students reported moderate to significant anxiety, highlighting the need for thoughtful implementation and student support.

Emergency Communication Remains an Important Concern

Students expressed concerns regarding access to communication during emergencies.

Response	Percent
Never Concerned	23%
Rarely Concerned	19%
Sometimes Concerned	27%
Often Concerned	31%

What This Means

More than half of students reported concerns about not having access to their phones during emergencies. Clear communication with students and families regarding emergency procedures will be essential.

Students Have Mixed Perspectives on Social Impact

When asked about the impact of the policy on student interactions:

Response	Percent
More Positive Interactions	11%
More Negative Interactions	13%
No Noticeable Change	38%
Unsure	38%

What This Means

Students do not yet report a strong consensus regarding the impact of PED policies on relationships and social interactions. Additional monitoring and feedback collection will help better understand long-term impacts.

Consistency Matters

Students consistently emphasized the importance of fair and consistent implementation.

Survey responses suggest:

- Most students believe expectations should be applied consistently.
- Students are more likely to support policies when expectations are clear and predictable.
- Inconsistent enforcement creates confusion and frustration.

What This Means

Successful implementation will require clear procedures, staff training, and ongoing communication to ensure consistency across schools and classrooms.

Key Themes Emerging From Student Feedback

Benefits Identified by Students

- Fewer classroom distractions.
- Increased focus and attention during learning.
- Improved instructional environments.
- More productive class time.
- Better support for academic engagement.

Concerns Identified by Students

- Emergency communication with family members.
- Consistency of enforcement across classrooms and schools.
- Student access to devices during special circumstances.
- Storage and security of devices.
- Student voice and involvement in implementation.

Equity and Student Support Considerations

As implementation continues, district staff are committed to ensuring that policies are applied equitably and account for student-specific needs.

Particular attention will be given to:

- Students with IEPs.
- Students with 504 Plans.
- Students with documented medical needs.
- Accessibility accommodations.
- Mental health and wellness considerations.
- Family communication needs.

The district will continue to work with schools to ensure accommodations and support plans are implemented appropriately and consistently.

2026–27 Implementation Planning

District staff are currently developing:

Communication Supports

- Student and family informational materials.
- Frequently Asked Questions (FAQ) documents.
- School-based communication plans.
- Staff guidance and training resources.

Operational Procedures

- Expectations for device storage.
- Procedures for emergencies and crisis situations.
- Consistent implementation expectations.
- Guidance regarding instructional use of devices.

Ongoing Evaluation

- Continued student feedback opportunities.
- School implementation monitoring.
- Review of school climate and engagement indicators.
- Identification of implementation successes and challenges.

Next Steps

During Summer and Fall 2026, district staff will:

1. Finalize district implementation guidance.
2. Provide training and support for school staff.
3. Communicate expectations to students and families prior to the start of school.
4. Monitor implementation and gather additional feedback throughout the 2026–27 school year.
5. Provide future updates to the Board regarding implementation outcomes and lessons learned.

Conclusion

Student feedback suggests that Personal Electronic Device policies are associated with increased focus, reduced distractions, and improved classroom learning conditions. At the same time, students identified important considerations related to emergency communication, consistency, accommodations, and implementation practices.

As Eugene School District 4J moves forward with implementation, district staff will continue to center student learning, well-being, safety, equity, and belonging while ensuring compliance with state requirements and supporting successful implementation across all schools.

This item is presented for information and discussion. No Board action is requested at this time.

Personal Electronic Devices (PEDs)

Eugene School District 4J Board Meeting • June 17, 2026
ITEM FOR INFORMATION & DISCUSSION ONLY

Implementation Update

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Presented By: **Sebastian Bolden** (Director of Secondary Education) & **Carmen Urbina** (Chief of Staff)

Purpose of This Information Item



PED Requirements

Provide an update regarding the State of Oregon's PED rules and compliance metrics.



Stakeholder Voices

Summarize valuable student voice and feedback gathered in Spring 2026.



Strategic Impact

Analyze device policy impacts on learning, engagement, safety, and school climate.



Forward Planning

Outline strategic planning efforts for the upcoming 2026–27 school year.

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** This item is presented for discussion only. No Board action is requested at this time.*

Research & Core Benefits

Districts nationally are evaluating the impact of cell phones on instructional success. Evidence shows limiting devices can:

- ✔ **Promote Focus:** Significantly increase classroom participation and student engagement.
- ✔ **Improve Academics:** Minimize daily classroom disruptions to focus on academic delivery.
- ✔ **Enrich Wellness:** Reduce online conflicts and foster positive peer-to-peer relationships.



Survey Participation Metrics

1,607

Total Responses Gathered

Approximately **84%** of respondents were middle school students, providing significant insight from schools with most consistent restrictions.

Participating School Group	Responses
Cal Young / Roosevelt Middle Schools	696
Madison / Spencer Butte Middle Schools	463
Kennedy / Kelly Middle Schools	191
Churchill / South Eugene High Schools	247
North Eugene / ECCO / GED / Other	10
Total Aggregate Responses	1,607

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Rule Clarity & Learning Impact

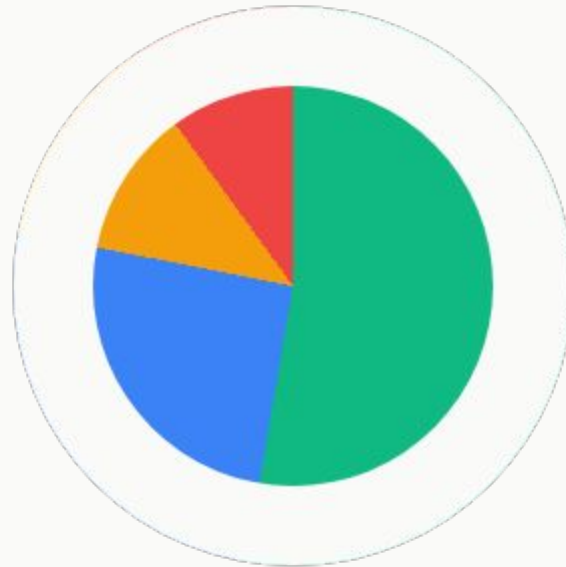
Students Understand Expectations

77% of surveyed students report high comprehension of rules and standard consequences related to the school's device policies. More than half confirmed schools explained the foundational purpose of the rules, showing clear rule transparency.

Identified Learning Benefits

Students agree that limitations improve performance. Core highlights include a sharp reduction in instructional distractions, enhanced individual focus, increased task productivity, and better teaching delivery conditions.

Student Emotional Responses



Separation Anxiety Levels

- Not at all concerned (52.7%)
- A little anxious (25.4%)
- Somewhat anxious (11.9%)
- Highly anxious (10.0%)

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Key Insight: Over three-quarters (78.1%) experience minimal or no emotional impact. However, the 1 in 5 reporting anxiety underlines the vital necessity of compassionate policy transition supports.

Emergency Contact Concerns



District Action Indicator: More than half (58%) of students retain moderate to serious concerns over emergency access. Standardized, crisis messaging channels for families are an absolute necessity.

Emerging Core Themes

Student-Identified Benefits

- Marked decrease in classroom distractions.
- Heightened attention and academic focus.
- Optimized environments supporting instructor output.
- Overall rise in classroom time productivity.





Student-Identified Concerns

- Access to essential communication during school emergencies.
- Inconsistent rule enforcement across different classrooms.
- Anxiety over device storage systems security.

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Equity & Student Support

4J remains deeply committed to applying PED policies equitably while supporting specific student wellness, physical, and developmental requirements:

-  **IEP / 504 Integration:** Honoring active, customized instruction accommodations and student device requirements.
-  **Documented Medical Access:** Accommodating devices linked to health tracking (e.g., blood glucose monitors).
-  **Enforcement Calibration:** Avoiding disproportionate disciplinary actions while standardizing routine classroom corrections.
-  **Family Needs:** Ensuring functional parent-student contacts are protected without degrading policy focus metrics.

2026–27 Implementation Plan



1. Communications

Develop family info materials, comprehensive FAQ records, customized school campaign toolkits, and proactive messaging guidelines.



2. Operations

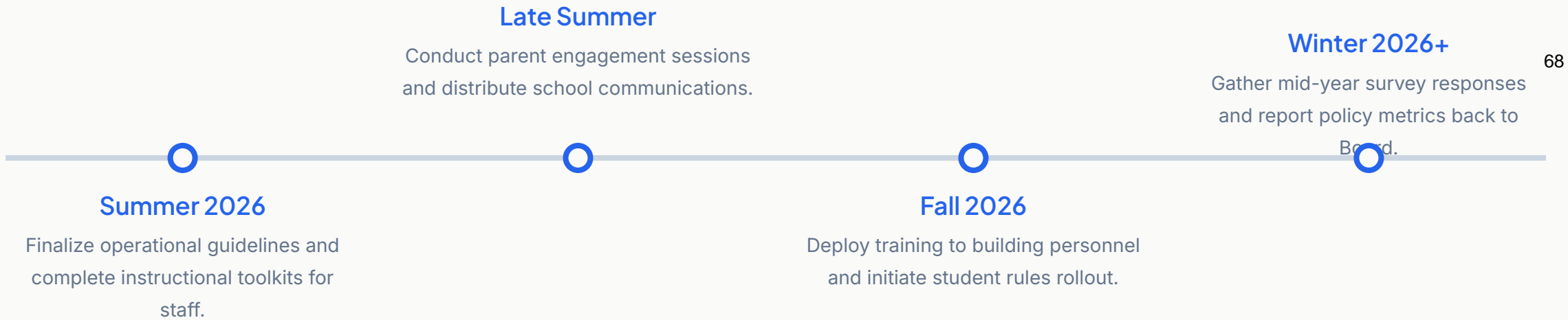
Establish standardized device storage security, clear classroom routines, and explicit guidance for emergency-situation device access.



3. Monitoring

Implement periodic student voice check-ins, continuous campus climate checks, and regular policy reviews to identify implementation roadblocks.

District Next Steps Timeline



Questions & Discussion

Personal Electronic Devices (PEDs) Implementation Update

Presented for Information & Board Feedback • June 17, 2026



ITEM FOR ACTION

Date of Meeting:

June 17, 2026

Title:

Receive an Update Regarding César Chávez Elementary School Naming Review

Presenter:

Carmen Xiomara Urbina, Chief of Staff

Background

On May 27, 2026, the School Board received a first reading of proposed revisions to **Board Policy FF – Naming and Renaming Schools, Programs, and Properties**. Following discussion and community input, the Board approved and adopted the revised policy on June 3, 2026.

The updated policy provides a clear, structured process for reviewing, naming, and renaming schools and district properties. It heavily reflects the district's core commitments to transparency, robust community engagement, equity, and student-centered decision-making.

Over the past several months, questions have emerged regarding the continued appropriateness of the name *César Chávez Elementary School* following national reporting and public discussion regarding allegations related to César Chávez's personal conduct. In response, the district committed to gathering information directly from the current school community before making any formal recommendations regarding next steps.

Community Engagement

To better understand the perspectives of those most directly impacted by a potential school renaming, the district conducted a targeted survey of current César Chávez Elementary School families and staff.

Scope Note: The survey was distributed exclusively to the current school community. To ensure the focus remained on the families currently served by the institution, it did not include former families, alumni, or the broader public.

The primary purpose of the survey was to:

1. Assess community awareness of the issue.
2. Gather diverse local perspectives.
3. Determine if there was sufficient support to move forward with a formal renaming process.

Survey Summary

The district received approximately **90 responses** from current families and staff. A breakdown of the quantitative data is available in *Attachment A*.

Key Qualitative Themes

Several consistent themes emerged from the open-ended, qualitative feedback:

- **Student Well-being:** Many respondents expressed concern that a school serving young children should not continue to bear the name of an individual facing credible allegations involving harm to minors.
- **Cultural Representation:** Many respondents emphasized the vital importance of maintaining the school's strong connection to Latino/a/x/e history, culture, labor rights, and community pride.
- **Process Transparency:** Respondents consistently requested a transparent, predictable process that includes meaningful opportunities for student, family, staff, and community participation.
- **Alternative Naming Concepts:**
 - A significant number of respondents suggested that future school names avoid honoring individuals altogether, recommending instead names that reflect community values, geographic features, cultural significance, or educational aspirations.
 - Others suggested honoring a prominent Latina leader, labor movement values, Indigenous history, or local community contributions.
- **Sense of Belonging:** Across all varying perspectives, respondents emphasized that the top priority must be ensuring students continue to feel a strong sense of safety, identity, and pride in their school community.

Recommendation

Based upon the adoption of the revised Policy FF, direct community feedback, the district's commitment to student safety, and the demonstrated interest from the school community, **the district recommends initiating the formal renaming process for César Chávez Elementary School in accordance with Board Policy FF.**

If the Board supports moving forward, the Superintendent or designee will return with a proposed timeline and a comprehensive engagement plan consistent with Policy FF. This process will include:

- Structured opportunities for student, family, staff, Tribal, and community engagement.
- Development of objective naming criteria.
- Public solicitation of name recommendations.
- A final recommendation presented to the School Board for consideration.

Next Steps

If the Board concurs with this recommendation, we will immediately initiate the following actions:

1. **Convene** a Renaming Advisory Committee consistent with Policy FF.
2. **Develop and publish** a comprehensive community engagement and communications plan.
3. **Establish** formal naming criteria and a public nomination process.
4. **Conduct** targeted student, staff, family, Tribal, and community engagement opportunities.
5. **Present** recommended name options to the Board for consideration during the 2026–27 school year.

Fiscal Impact

Any costs associated with a potential renaming would be fully evaluated and brought forward during the renaming process.

Superintendent's Recommendation

The Superintendent requests that the Board direct the Superintendent to initiate the formal renaming process for César Chávez Elementary School in accordance with Board Policy FF.

Chávez Elementary School Renaming Recommendation

An analysis of community feedback, Board Policy FF, and proposed administration steps.

Presented by: Carmen Xiomara Urbina

Chief of Staff

Meeting Date: June 17, 2026

Board Meeting Action Item

Policy FF & Name Inquiry

Policy FF Adoption

On May 27, 2026, the Board introduced proposed revisions to Board Policy FF (Naming and Renaming Schools, Programs, and Properties). It was officially approved on June 3, 2026.

This revised policy establishes transparent community engagement, student-centered guidelines, and clear equity metrics.

Naming Questions Arise

National reporting and public concerns regarding allegations associated with César Chávez's personal conduct sparked local dialogue regarding the school's identity.

Eugene 4J committed to gathering local family and staff perspectives directly before submitting any formal proposals.

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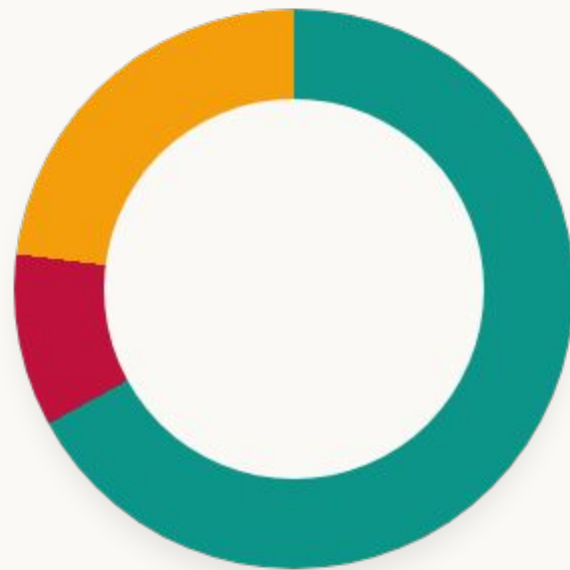
Survey Demographics

Stakeholder Group	Number of Responses	Percentage of Total	Target Scope Context
Current Parent/Guardian	57 responses	64% of total responses	Primary household constituency
School Staff (Certified/Classified)	32 responses	36% of total responses	In-building operational educators
Former Parent/Guardian	9 responses	10% of total responses	Included via multi-group selections
Neighbor / Former Staff	2 responses	2% of total responses	Direct peripheral community members

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Note: Total selections exceed the final count of 89 distinct respondents since survey participants were allowed to select more than one category.

Renaming Feedback Data



- Yes: Move Forward (67%) - 60 Respondents
- No: Maintain Name (10%) - 9 Respondents
- Unsure / Need Info (23%) - 20 Respondents

A clear majority (67%) of participating current families and building staff support initiating the formal renaming process.

Feedback Themes Heard



Student Safety

Respondents emphasized that elementary school names must represent safety, complete trust, and dignity for children.



Latino Culture

Strong commitment to preserving Latino/a/x/e history, representation, pride, and labor rights connections in district names.



Community Voice

Explicit requests for a highly transparent process with genuine student, family, and Tribal partner participation.

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Theme: Safety & Well-being



Student Well-being Primary

Many respondents shared profound concerns that a school serving young children should not continue to bear the name of an individual facing credible, published allegations involving harm to minors. Across differing perspectives, the top priority highlighted remains the safety and absolute sense of belonging for students in their daily environment.

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Theme: Latino Heritage

Cultural Value Preservation

César Chávez Elementary School has served as a powerful symbol of Latino representation and community pride in Eugene School District 4J.

There is an overwhelming consensus that the district must continue to actively honor and support this cultural and historical connection in any upcoming renaming iterations.



Future Naming Path



Avoid Individual Names Suggesting school names avoid honoring individuals altogether to prevent future controversy.



Latina Leadership Honoring notable Latina historical figures or civil rights activists in education and labor.



Geography & Nature Utilizing local flora, fauna, geological features, or landscape landmarks unique to Oregon.



Indigenous History Consulting with Tribal partners to explore local Indigenous place names and history.

Staff Recommendation

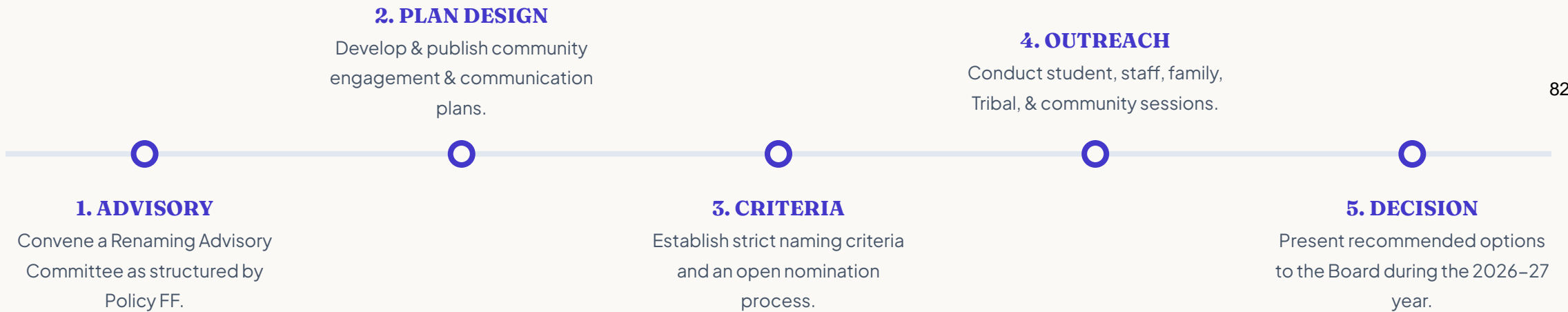
A Plan Guided by Policy FF

Based upon the adoption of the revised Policy FF, direct community feedback, the district's commitment to student safety, and the demonstrated interest from the school community, **the district recommends initiating the formal renaming process for César Chávez Elementary School in accordance with Board Policy FF.**

This path balances student safety and community representation with absolute transparency.



Renaming Timeline



Fiscal & Policy Focus

Adherence to Policy FF

Policy FF acts as the foundational blueprint for transparency and community equity. Every step—from committee selections to Tribal partnership outreach—will directly align with this policy framework to maintain public trust.

Fiscal Responsibility

Estimated physical signage and branding update costs will be calculated and reported during the advisory process. The district will seek to integrate changes into existing facility cycles to minimize overall operational impact.

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Questions & Comments

Superintendent's Recommendation: Board direction to proceed with the formal renaming process for César Chávez Elementary School in accordance with Board Policy FF.

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Eugene School District 4J | Education Center | 200 N Monroe St, Eugene



ITEM FOR ACTION

Date:

June 17, 2026

Title:

Organize the Board of Directors for the 2026-2027 School Year and Approve Resolution 2026-27-03 Authorizing the Chair and Vice Chair to Sign as Legally Elected and Qualified Officers

Presenters:

Tom Di Liberto, Board Chair and Miriam Mickelson, Superintendent

Background:

Background:

The Board is required by Board Policies BD/BDA – Board Meetings and BCB – Officers of the Board, and pursuant to ORS 332.040, to organize annually by electing a chair and vice chair from among its members.

At a recent Board meeting, members discussed whether the annual organizational meeting must occur after July 1 or whether it may occur before July 1. ORS 332.040 provides:

"No later than at the next regular meeting following July 1, the district school board shall meet and organize by electing a chairperson and a vice chairperson from its members. No member shall serve as chairperson for more than four years in succession."

Based on a review of the statute, ORS 332.040 establishes a deadline by which the Board must organize and elect its officers. The statute requires the Board to organize no later than the next regular meeting following July 1, but it does not require that the organizational meeting occur after July 1. Accordingly, the Board may organize and elect officers before July 1, including at a regular meeting in June, provided all other legal requirements are met.

Board members should note that in election years, additional timing requirements apply. Newly elected directors take office on July 1, and the organizational meeting must occur no later than July 31.

Process:

The Board will use the Ballot Vote Model. Board members will submit ballots listing all Board members. The Board Secretary will tally the votes. Ballots and vote tallies are public records and will be publicly disclosed.

At this meeting, the Board will take the following actions:

a. Elect Board Officers

1. **Chair** – Elect a Board Chair to serve through June 30, 2027.
2. **Vice Chair** – Elect a Vice Chair to serve through June 30, 2027.

b. Approve Resolution 2026-27-03

Authorize the Board Chair and Vice Chair, as legally elected and qualified officers of the District, to execute documents and sign on behalf of the District during the 2026-27 fiscal year.

Duties of the Board Chair:

The Board Chair works with the Superintendent (Clerk) to establish agendas for regular Board meetings, presides at Board meetings, represents the Board and the District at official functions, and appoints committees unless otherwise directed by the Board.

Recommended Action:

Elect a Board Chair and Vice Chair for the 2026-27 fiscal year and approve Resolution 2026-27-03 authorizing the Board Chair and Vice Chair to sign as legally elected and qualified officers of the District.

BOARD CHAIR BALLOT 1

_____, Board Member
(write your name)

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

BOARD CHAIR BALLOT 2

_____, Board Member
(write your name)

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

BOARD CHAIR BALLOT 3

_____, Board Member
(write your name)

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

BOARD CHAIR BALLOT 4

_____, Board Member
(write your name)

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

BOARD VICE CHAIR BALLOT 1

_____, Board Member
(write your name)

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

BOARD VICE CHAIR BALLOT 3

_____, Board Member
(write your name)

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

BOARD VICE CHAIR BALLOT 2

_____, Board Member
(write your name)

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

BOARD VICE CHAIR BALLOT 4

_____, Board Member
(write your name)

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



RESOLUTION 2026-27-03
AUTHORIZING CHAIR AND VICE CHAIR TO SIGN
AS LEGALLY ELECTED AND QUALIFIED OFFICERS

WHEREAS, _____ is the legally elected and qualified Chair of the Board of Directors of School District No. 4J, Lane County, Oregon, and

WHEREAS, _____ is the legally elected and qualified Vice Chair to serve in the event of the absence or inability to serve as Chair, now, therefore,

BE IT RESOLVED, that _____ is hereby authorized to sign as Chair, and in the event of the absence or inability to serve, the said _____ as Vice Chair is authorized to sign on the behalf of the District until such time as this authority is rescinded by action of the Board of Directors of the District or until their successors are duly elected and qualified.

DATED this 17th day of June, 2026

Clerk

Board Chair