

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Hybrid
(in-person or via Zoom)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, April 15, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via

Zoom Webinar at:

<https://4j-lane-edu.zoom.us/j/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>,
Webinar ID: 965 1638 6055

A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

6:00 PM

Regular Board Meeting

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Board Chair Welcome
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent’s Report
- VI. Receive Reports from High School Student Representatives
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups

- IX. **Consent Group - Items for Action**
 - 1. Approve the DRAFT Board Meeting Minutes for: 3
March 4, 2026 – Regular Board Meeting
 - 2. Bond Project – Sheldon High School Warewash Renovation 13
Presenter: Ryan Spain, Director of Facilities
 - 3. Bond Project – Roosevelt Middle School Partial Roofing 14
Presenter: Ryan Spain, Director of Facilities
 - 4. Bond Project – South Eugene High School Roofing 15
Presenter: Ryan Spain, Director of Facilities
 - 5. Approve Enrolling Out-of-District Students in 2026-27 (Interdistrict 16
Transfers)
Presenter: Carmen Xiomara Urbina, Chief of Staff

- X. **Items for Information**
 - 1. Eugene Education Foundation – Status Update and Review of 4J–EEF 18
Presenter: Laura Brown, Executive Director
 - 2. Receive Information Regarding César Chávez Elementary School 21
Naming Review Preliminary Findings and Path Forward
Presenter: Carmen Xiomara Urbina, Chief of Staff

- XI. **Items for Action**
 - 1. Direction to Initiate School Naming Process – Board Policy FF Naming of Schools, Facilities and District Property 52
Presenter: Tom Di Liberto, Board Chair
 - 2. Approve Revisions to Board Policy IKF–Graduation Requirements 62
Presenter: Miriam Mickelson, Superintendent
- XII. **Items for Action at a Future Meeting**
– None at this meeting
- XIII. Committee Reports by Individual Board Members
- XIV. Suggestions by the Board for Consideration of Items at a Future Meeting
- XV. Adjourn

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

April 15, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- March 4, 2026 Regular Board Meeting

Background:

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

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

Date: March 4, 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 February 27, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Kate Marrone, Director of Human Services
Kelly McIver, Communications Director
Scott Sorenson, Technology Project Manager
Casandra Kamens, Curriculum Administrator and Charter School Liaison
Oscar Loureiro, Director of Research and Planning
Christine Nesbit, General Counsel
Karen Apgar, Student Services Administrator for Psychological Services and Legal Compliance
Jackie Garcia, Executive Assistant to Assistant Superintendent of Administrative Services
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

STUDENT REPRESENTATIVES:

Autumn Thessen, Early College and Career Options (ECCO)
Josiah Mckinley, North Eugene High School
Deeya Patel, South Eugene High School

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President (online)
Jamie Myers, Eugene Education Association (EEA) President
Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) Representative

MEDIA:

KRVM
Lookout Eugene-Springfield
Register Guard (online)

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

Chair Di Liberto called the regular meeting to order at 6:01 p.m. He said the names of the board members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto reported that one or more Board of Directors (BOD) attended the following activities:

- 2nd Annual Communities of Faith Brunch at Eugene School District 4J Education Center
- Eugene Education Association (EEA) seminar series listening session
- United Way informational event
- City Club of Eugene discussion on school board governance
- Lunar New Year Celebration at Hé Lín Chinese Immersion Elementary School

He recognized 4J classified staff employees during Classified Employees Appreciation Week March 1 through 7, 2026. He read a statement on behalf of the BOD.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Mickelson echoed Chair Di Liberto’s recognition of classified staff during Classified Employees Appreciation Week. She provided the following updates related to the budget and staffing:

- The Human Resources department has been providing staffing communication related to the reduction in force process, including weekly updates
- During the last week of March, notices will be shared with staff members holding positions impacted by reductions

- During the third week of April, notices will be shared related to reassignment or layoffs for the 2026-27 school year
- The Middle School Bell Schedule Committee is holding its first meeting during the week of March 9, 2026
- The Co-Location Transition Committee (regarding the co-location of Family School to Camas Ridge Community School) application has been sent out
- Eugene Online Academy (EOA) staff have been holding discussions
- CALCI transition planning is underway

Superintendent Mickelson recognized 4J Student Services Administrator for Psychological Services and Legal Compliance Dr. Karen Apgar, who was recently honored with a Presidential Award on behalf of the National Association of School Psychologists. Dr. Apgar's career spans nearly three decades of service in 4J.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Deeya Patel provided a report from South Eugene High School. She announced the Red Cross Club Blood Drive happening on March 10. The Principal-Student Advisory Group discussed the current cell phone policy, including students expressing interest in storing cell phones in their backpacks rather than a cell phone storage unit. Students have observed a noticeable reduction in the number of students eating school lunch. Ms. Patel said ensuring that all students can access free meals remains a priority. She cited lower participation in clubs and affinity groups as communications have been impacted; thus, students are requesting access to monitored messaging platforms. She closed by stating that students want clarity and consistency regarding the cell phone policy.

Josiah Mckinley provided an update from North Eugene High School. He announced March Madness beginning on March 9 and a Blood Drive happening on March 18. He reported on the success of the PeaceHealth Student Expo and the Black Student Union (BSU) assembly. He said a Latin Student Union (LSU) dance is happening on March 14. Mr. Mckinley reported that recently 300 North Eugene High School students walked out of school in protest of US Immigration and Customs Enforcement (ICE) activities. He brought attention to safety issues (i.e. speeding) on Silver Lane. He added that student leadership is drafting a new written constitution.

Autumn Thessen provided a report from Early College and Career Options (ECCO). She said overall student morale is good and noted an increase in feelings of welcomeness. She said their focus remains on preparing students for graduation and career exploration and she reported on the success of a recent career day at ECCO. Students also attended a hands-on career day field trip to Lane Community College (LCC). Ms. Thessen noted that student attendance is low on Wednesdays, citing the schedule and reports that the classes provided are not enriching enough.

Katheryn Hehman, via Ms. Munro, provided an update from International High School (IHS). There have been discussions amongst students and educators about the impact of ICE on students. IHS has formed a committee to focus on the use of Artificial Intelligence (AI) and academic dishonesty; they are developing policies and practices. There is a new history curriculum for sophomores next year. Regarding the cell phone policy, students report an inability to handle the amount of communication between students and families throughout the school day. Students have expressed an interest in trainings and awareness around Narcan as well as organizing methods to speak with Governor Tina Kotek about the cell phone policy.

Sheridan Schilling, via Chair Di Liberto, provided a report from Churchill High School. Citing a recent situation on campus, she thanked the health team and administration for their quick actions, ensuring that students remained safe, secure, and supported throughout the rest of the school day. She reported on the success of the recent BSU assembly, UO Gospel Choir performance, NHS induction ceremony, and the winter formal.

VI. ITEMS RAISED BY THE AUDIENCE

Kara Mayer, 4J employee, urged the district to assist in covering the cost of work conducted by the Eugene Chapter 1 President of the Oregon School Employees Association (OSEA).

Aven Darnell Nelson, 4J student, provided comments on behalf of the South Eugene High School Flag Football team. She cited disappointment that the team can no longer operate as a club nor play in the OSAA games. Their team hopes to work with district athletic directors in preparation for the 2027 season and urged collaboration.

Kristina Shaughnessy, 4J classified employee, urged the district to assist in covering the cost of work conducted by the Eugene Chapter 1 President of the Oregon School Employees Association (OSEA). She cited Oregon House Bill 2016 and asserted that 4J is the only Oregon school district to not meet this responsibility.

Brian Steffen, Eugene Family YMCA CEO, provided comments advocating for 4J partnering with Eugene YMCA. He provided historical context, described increasing community need, and listed the benefits of sharing resources.

Kingsley Nkwonta, Pacific Office Automation Sales Manager, provided comments related to the district's copier fleet lease contract. He used statistics to underscore the high level of support that Pacific Office Automation has provided 4J for nearly two decades. He suggested that the district has not followed a transparent process consistent with the intent of ORS Chapter 279-A and challenged the district's decision to select a more expensive, nonlocal vendor. Mr. Nkwonta urged the district to reexamine the procurement process to ensure that it meets standards.

Holly Kriz Anderson, Eugene YMCA Vice President of Operational Excellence, provided comments advocating for 4J partnering with Eugene YMCA. She described programs, camps, and services provided at Eugene YMCA and urged collaboration.

John Yznagga, 4J parent and employee, urged the district to assist in covering the cost of work conducted by the Eugene Chapter 1 President of the Oregon School Employees Association (OSEA).

Bev Smith, Kidsports Executive Director, provided comments advocating for 4J partnering with Kidsports. She described programs that have been provided within 4J. She said they are seeking further clarity about the partnership between Kidsports and 4J. Ms. Smith added that Kidsports, and other community partners, are concerned about the continued reduction in field and facility access.

Morgan Raikes-Bennet, 4J classified employee, urged the district to assist in covering the cost of work conducted by the Eugene Chapter 1 President of the Oregon School Employees Association (OSEA). He provided a handout (i.e. published article) to further articulate his stance on the matter.

Frankie Lee, 4J parent, advocated for improving nutrition throughout the district. She raised a concern about the distribution of Ocean Spray raisins during mealtimes, pointing out that each packet contains 21 grams of added sugar. She listed other artificially sweetened foods being offered in the district. She cited recommendations on daily sugar intake from the American Heart Association and the Academy of Pediatrics, pointing out that 4J offerings far exceed the recommendations. She requested action to address the issue.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President (online), provided comments. She highlighted the essential contributions of classified employees during Classified Employees Appreciation Week. Ms. Jenkins-Easton called attention to an item on the consent agenda – to approve the addendum to the settlement agreement between 4J and OSEA Eugene Chapter 1. She stated she is relieved the settlement is on the agenda. Regarding her role as Eugene Chapter 1 President of OSEA, she said she had a clear vision of what collaboration could look like, but her experience was that she was supposed to blanketly agree with the district. She offered suggestions, and examples, of effective collaboration.

Jamie Meyers, Eugene Education Association (EEA) President, provided comments. She emphasized the importance of community. She shared a personal story in recognition of classified employees during Classified Employees Appreciation Week. She announced that the Eugene Association of Substitute Teachers (EAST) came to an impasse and are moving to mediation. She is hopeful that 4J and EAST will come to an agreement.

Referring to a recent article published by KLCC regarding Lane County’s purchase of the Wells Fargo building, she questioned the impact of the purchase on the district budget.

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) Representative, recognized classified employees during Classified Employees Appreciation Week, highlighting facilities and maintenance employees, behavior support assistants, financial clerks, and school secretaries.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT BOARD MEETING MINUTES FOR: FEBRUARY 18, 2026 BOARD WORK SESSION

There was no discussion.

2. APPROVE THE ADDENDUM TO THE SETTLEMENT AGREEMENT AND THE MEMORANDUM OF AGREEMENT BETWEEN EUGENE SCHOOL DISTRICT 4J AND OREGON SCHOOL EMPLOYEES ASSOCIATION EUGENE CHAPTER 1

There was no discussion.

3. APPROVE BOND PROJECT – MULTI-SITE PLAYGROUND IMPROVEMENTS

There was no discussion.

4. AUTHORIZE CONTRACT FOR COPIER FLEET LEASE, MAINTENANCE SERVICES, AND RELATED SUPPLIES

There was no discussion.

5. ACCEPT ANNUAL PERSONNEL ACTION

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.**

IX. ITEMS FOR INFORMATION

1. RECEIVE THE CHARTER SCHOOL ANNUAL REVIEWS FOR:

- COBURG COMMUNITY CHARTER SCHOOL**
- NETWORK CHARTER SCHOOL**
- RIDGELINE MONTESSORI PUBLIC CHARTER SCHOOL**
- TWIN RIVERS CHARTER SCHOOL**
- VILLAGE PUBLIC CHARTER SCHOOL**

Curriculum Administrator and Charter School Liaison Casandra Kamens provided information related to 4J sponsored charter schools via PowerPoint presentation.

She reminded the BOD of their role to review new charter proposals as they become available. She further outlined the role of the Board, as follows:

- New Charter Proposals
 - Board evaluates the proposal based on specific criteria and approves or denies the proposal
 - Initial approval not more than 5 years
- Charter Agreement Review
 - Annual review to the Board
 - Annual visit
 - Audit review
- Charter School Renewal
 - 5 to 10 year renewal period
 - Specific timeline to be followed
 - Good faith evaluation of specific criteria
 - Use annual reviews, audit review and site visit
- Charter School Termination
 - Specific reasons allow for termination of the charter
 - Specific procedures to be followed in a termination
 - Allowances for appeals to State Board

She provided detailed information about the current status of the following charter schools: Coburg Community Charter School, The Village School, Ridgeline Montessori Public Charter School, Network Charter School, and Twin Rivers Charter School.

Ms. Kamens closed by providing a summary and upcoming milestones:

- 2026-27 Renewal Cycle: Formal renewal processes for Coburg and Twin Rivers will begin in the upcoming school year.
- SIP Monitoring: District staff will continue to monitor the progress of all schools with a specific focus on the newly established academic targets at Twin Rivers.
- Overall recommendation: District staff recommends the continuation of contracts for all five schools.

Ms. Jonak requested more transparency reporting on both the challenges and successes of charter schools. She underscored the importance of understanding the challenges in order to adequately support charter schools.

Responding to a question posed by Ms. Newman, Ms. Kamens responded that enrollment trends are consistent.

Regarding Network Charter School, Ms. Rabasa raised concern about a potential decrease in accessible seats for middle schoolers seeking an alternative pathway.

Ms. Kamens provided further information for clarity.

2. RECEIVE MONTHLY FINANCE REPORT

Finance Director Matt Brown provided a monthly Finance Report via PowerPoint presentation, including a forecast over the next three months, as follows:

March 2026:

- Begin implementation of Tyler School ERP Pro (new Finance/HR software)
 - Go Live January 2027
- Preparation of budget document
- Staffing work with level directors, HR, and Finance
- Budget Committee Meeting – 3/31 @ 6 p.m.

April 2026:

- Budget Committee Meeting – 4/8 @ 6 p.m.
- Budget Committee Meeting – 4/22 @ 6 p.m.
- Interim Audit

May 2026:

- School Board Meeting – Public Hearing – 5/13
- School Board Meeting – Budget Adoption – 5/27

X. ITEMS FOR ACTION

There were none.

XI. ITEMS FOR ACTION AT A FUTURE MEETING

There were none.

XII. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Rabasa reported that legislative activities wrap up on March 7. The 4J Legislative Committee focused on stabilizing funding. She reported that while there will not be additional cuts to education, there will also be no increases. She said they discussed collaborating with employee groups and aligning advocacy. She recommended discussing advocacy during the BOD summer retreat.

Ms. Newman reported attending a Eugene Education Foundation (EEF) meeting. She highlighted their annual gala, happening on April 2, 2026. She also reported attending a Lane Council of Governments (LCOG) meeting. She highlighted their annual appreciation dinner, happening on March 6, 2026.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

Ms. Jonak requested information related to collaborating with community partners who are filling gaps in services.

Mr. Hamilton requested an update from the Educational Equity Advisory Committee (EEAC).

Ms. Newman requested information about the process for charter school oversight and renewals.

Ms. Rabasa sought information related to scheduling future visits to charter schools.

XIV. ADJOURN

Chair Di Liberto adjourned the regular meeting at 8:26 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 15, 2026

Title

Bond Project – Sheldon High School Warewash Renovation

Presenter

Ryan Spain – Director of Facilities

Background

Warewash equipment within the Sheldon kitchen has reached the end of its useful life. Facilities in coordination with Nutrition Services has reviewed use of the space and current needs for warewash equipment. Project includes a full renovation of the existing warewash space to include code compliance, efficiencies along with updated equipment. The project will be paid for through available General Obligation Bond funds. Renovation work has been scheduled over the summer of 2026.

Budget/Resource Implications:

Multiple bids were received. The successful bid by Store and Stock LLC was \$279,342 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to Store and Stock LLC for the Sheldon High School's warewash renovation project in the amount \$279,342 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 15, 2026

Title

Bond Project – Roosevelt Middle School Partial Roofing

Presenter

Ryan Spain – Director of Facilities

Background

Specific metal roofing sections of the Roosevelt roof have shown premature roofing failures. While the failures have had no impact within the building, it requires replacement of a portion of roofing at Roosevelt to ensure the integrity of the roofing/building envelope. This roofing will continue to protect and extend the useful life of the district's asset. These projects paid for through available General Obligation Bond funds. A portion of Roosevelt Middle School's metal roof panels have been scheduled for the summer of 2026.

Budget/Resource Implications:

Multiple bids were received. The successful bid by West Coast Roofing & Building was \$874,500 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to West Coast Roofing & Building for the Roosevelt Middle School's partial roofing project in the amount \$874,500 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 15, 2026

Title

Bond Project – South Eugene High School Roofing

Presenter

Ryan Spain – Director of Facilities

Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs to protect and extend the useful life of the district’s asset. These projects paid for through available General Obligation Bond funds. A portion of South Eugene High School’s roofs are in need of replacement. Replacement work has been scheduled for the summer of 2026.

Budget/Resource Implications:

Multiple bids were received. The successful bid by 2G Construction was \$1,010,456 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to 2G Construction for the South Eugene High School’s roofing project in the amount \$1,010,456 funded from available General Obligation Bond funds.



ITEM FOR ACTION — CONSENT AGENDA

Date

April 15, 2026

Title

Approve Enrolling Out-of-District Students in 2026-27 (Interdistrict Transfers)

Presenter

Carmen Xiomara Urbina, Chief of Staff

Description

The board must annually approve the maximum number of interdistrict transfer requests into the district and out of the district that will be granted for the coming school year.

Interdistrict transfers are granted for the duration of a student's enrollment in a given school or K–12 language program. This is consistent with the policy for school choice transfers for district residents. Families must apply through the school choice / transfer process if they wish to change schools or when their child is changing school levels (from elementary to middle or middle to high school). However, under current law, once a student's district of residence has released them to transfer to another school district, additional consent is not required in subsequent years.

Out-of-district families seeking an interdistrict transfer are asked to indicate which schools they prefer for their students to attend, among the list of schools where there may be spaces available. At schools and grades where there are available spaces and no district residents on the waiting list, the district will approve enrollment for out-of-district students using an equitable lottery process with priorities including returning students and siblings.

Background

Eugene School District 4J has a policy of open school choice. Families who live in 4J may request to enroll their student in any school. Students are offered enrollment in an order determined by lottery.

Residents of other districts also may request to enroll in 4J under the "interdistrict transfer" process. The student's home district must consent to the transfer. The board has established standards for interdistrict transfers, including priorities for district admission and school placement, in [Board Policy JECB–Admission of Nonresident Students](#). Students who reside in 4J have priority to enroll in 4J schools before transfers are granted to nonresident students.

Budget/Resource Implications

Eugene School District 4J has historically seen a net gain of students from transfers each year. However, the district of residence must consent to a transfer, so the number of students allowed to transfer to 4J may be limited by the decisions of other school districts.

State school funding follows transferring students to the district in which they enroll, providing resources that otherwise would not be received. In most cases added student enrollment is net neutral or positive to support student programming. In some individual cases the cost of services to an incoming student may exceed the revenue provided under the state school funding formula.

Equity Implications

Lottery processes have been established to provide equitable access to school choice for families regardless of their resources and ability to queue for available spaces. Priorities for enrollment have been established for in-district school choice and interdistrict transfers to keep families together and provide equitable access for families of all means. However, state law prohibits preferential enrollment for interdistrict transfer students based on race, ability or economic status.

Families of students attending a school other than their neighborhood school are responsible for transporting their students, and this is a barrier for some families.

Recommendation

The superintendent recommends that the board approve up to 400 interdistrict transfer slots for out- of-district students to transfer to the district and up to 400 slots for district students to transfer out of the district for the 2026-27 school year. The recommended maximums are set higher than the number of students expected to request transfers, to not create a barrier for students who request to transfer. The district will determine school placement for transfer students based on space availability and a lottery and post-lottery process consistent with Board Policy JECB–Admission of Nonresident



ITEM FOR INFORMATION

Date of Meeting

April 15, 2026

Title

Eugene Education Foundation: Status Update and Review of 4J-EEF

Presenter

Laura Brown, Executive Director

Description

Executive Director Laura Brown will provide an update on the 2025-26 year at Eugene Education Foundation (EEF), share current program highlights, and outline priorities for the year ahead.

The mission of the Eugene Education Foundation is to promote educational excellence and opportunities for all students in the Eugene 4J public school district. EEF has now invested more than \$4 million in Eugene schools since 1993, supporting 4J's students through enrichment grants, signature events, and community partnerships.

Bright Minds Gala 2026

On April 2, 2026, EEF hosted the Bright Minds Gala at the Ford Alumni Center at the University of Oregon. This annual event is EEF's largest fundraiser of the year, bringing together donors, EEF and 4J board members, educators, and community partners to celebrate and support public education in Eugene.

We are proud to share that the 2026 Gala raised more than \$150,000, which reflects our deep commitment of our community to 4J students. Highlights:

- A live auction and Fund-a-Need paddle raise that exceeded our goals
- A \$10,000 matching gift secured through a new donor, which amplified the room's generosity
- Recognition of this year's Leadership in Education Award recipient, Colt Gill
- Remarks from 4J Superintendent, Dr. Miriam Mickelson
- Attendance from 4J board members: Tom Di Liberto, Rick Hamilton, Morgan Munro, Judy Newman, and Maya Rabasa

The event was chaired by EEF board member Lisa Lacey. We are deeply grateful to all who attended, sponsored, spoke, donated, and volunteered.

Enrichment Grants

The 2026-27 grant cycle is in progress. Applications closed on March 19, 2026, with 75 applications submitted. Proposals represent approximately \$300,000 in requested funding.

Grant proposals span a range of subject areas, including arts, science, literacy, math, career and technical education, and more. Our grants review committee is currently evaluating applications. Reviewers score applications without identifying information, ensuring an equitable and unbiased process. We also factor in 4J's needs index on the back end to ensure support reaches students who need it most.

Funding announcements are planned for early June 2026. EEF has invested more than \$4 million in 4J schools since 1993, and we are proud to continue that legacy of enrichment in the year ahead. EEF was able to award \$200,166 during the 2025-2026 grant cycle. This represented 52% of the requested funds, but we were able to fully or partially fund nearly 75% of the grants. Of the 30 schools that submitted applications, we were able to award funding to 25 of them. Awarded grants went to fund STEM programs, Social and Emotional Learning, books, field trips, adaptive supports, art and music programs, and CTE.

In addition to our Enrichment Grants, EEF continues to provide Urgent Needs Grants as well as Rosie's Fund grants to support unplanned needs that cannot wait for the standard grant cycle. We also funded the start and restocking of resource pantries at eight schools (7 middle schools and the GED school), and place tiny libraries around town made by Madison Middle School students.

Financial Literacy / Personal finance

EEF is proud to be launching a new financial literacy initiative in partnership with the OCCU Foundation. This multi-year partnership reflects a shared belief that personal finance education is essential preparation for life after graduation and builds upon the Personal Finance Curriculum added to graduation requirements for next year's seniors.

On April 29, 2026, EEF and OCCU Foundation will host a Bite of Reality simulation at South Eugene High School with the SEHS Finance Club. Bite of Reality is an interactive financial literacy experience that gives students a real-world glimpse of adult budgeting: they receive a simulated salary and family situation, then navigate booths representing housing, transportation, food, childcare, and savings to build a monthly budget. The simulation is facilitated by volunteers and is designed to build both skills and confidence around money management.

Additional highlights

Smarty Pints Trivia Night - Aug. 13, 2026

EEF launched its first-ever Smarty Pints Trivia Night in Aug. 2025, and raised more than \$12,000 in a single evening. Building on that success, we are bringing the event back on Aug. 13, 2026, and invite community members to gather their teams, test their knowledge, and invest in Eugene's students.

Funds raised through Smarty Pints are restricted for school supplies across 4J elementary schools.

Thank-A-Thon, Nov. 2026

In fall 2025, EEF delivered 696 handwritten appreciation notes to 4J educators as part of the annual Thank-A-Thon campaign, reaching more than 1,000 staff total when combined with our 2025 spring outreach. The campaign raised more than \$20,000 and was presented by SELCO Community Credit Union.

We will Thank-a-Thon again in November 2026.

4J's Collaboration

EEF appreciates the attention it receives from the 4J District and the School Board, and we look forward to continuing to work with the district and school board to achieve our shared goals.

We are grateful for Judy Newman and Brooke Wagner's continued service as ex-officio members on our board. Both members offer valuable insight into the work of the 4J School Board.

In addition, Dr. Miriam Mickelson has been an important strategic partner for EEF. We appreciate Dr. Mickelson's willingness to coordinate, share, and meet with us regarding gaps that EEF can help to fill and look forward to growing EEF's collaboration with 4J.

Looking ahead:

- Announcing 2026-27 enrichment grant recipients: June 2026
- Falling Sky Pint Night give back: June 9, 2026
- Smarty Pints: Aug. 13, 2026
- McMenamins Friends and Family Night give back: Oct. 6, 2026
- Thank-a-thon: Nov. 2026

The Eugene Education Foundation is grateful for the continued partnership and support of the 4J District and School Board. The generosity of this community makes it possible for us to invest in the students and educators who shape the future of Eugene.



ITEM FOR INFORMATION

Date of Meeting:

April 15, 2026

Title: Receive Information Regarding César Chávez Elementary School Naming Review Preliminary Findings and Path Forward

Presenters:

Carmen Xiomara Urbina, Chief of Staff

Background: Historical Context and Recent Developments

In recent weeks, there has been a significant increase in community attention, concern, and dialogue regarding the name of César Chávez Elementary School. Newly surfaced information has prompted complex and consequential questions, with meaningful implications for the school community and the district as a whole.

César Chávez Elementary School was named in 2004 through a community-driven process that reflected the district's commitment to honoring cultural identity, student belonging, and the recognition of individuals whose contributions have had a lasting impact on social justice and labor advocacy. For many students, families, and community members, the school's name continues to represent pride, identity, and a connection to broader movements for justice and equity.

César Chávez is widely recognized as a civil rights and labor leader who co-founded the United Farm Workers and advocated for improved working conditions, dignity, and rights for farmworkers. His legacy has long been associated with nonviolent organizing, community empowerment, and advocacy for marginalized communities.

In March 2026, national reporting, including coverage by The New York Times, brought forward serious allegations related to César Chávez. As this information became more widely known, it prompted renewed attention to his legacy and generated increased community interest, questions, and concern.

Within Eugene School District 4J, this has resulted in:

- An increase in communications from families and community members
- Questions about the school's name and its alignment with district values

- A range of responses, including concern, confusion, and, for some, a sense of harm or conflict

For some members of the community, this information has created tension between the values the school name represents and the information that has recently come forward. For others, the name continues to hold deep cultural, historical, and personal significance.

Taken together, this creates a complex and deeply personal situation. Community members are simultaneously holding the historical significance of the name and the impact of newly surfaced information. This context requires a response that is thoughtful, balanced, and grounded in both policy and community engagement.

Process Clarification

It is important to ground this work in the framework established by Board Policy and Administrative Regulation.

Under [Board Policy FF](#) and [Administrative Regulation FF-AR](#):

- Renaming requests are governed by a formal, structured process
- These requests are not processed through complaint procedures, as they are not incident-based
- Requests are initiated at the building level through the principal
- Any formal renaming process requires intentional, inclusive, and representative community engagement

Board Policy FF establishes that renaming is a **significant and consequential decision**, and therefore:

- Must not be made in haste
- Must be grounded in a clear and formalized rationale
- Must include broad and representative community input
- Must demonstrate that the benefits outweigh the impacts
- Must include an understanding of fiscal implications
- Must ultimately be approved by the Board of Directors

This framework ensures that decisions are not made in response to limited or immediate input, but rather through a deliberate and inclusive process. At this time, no formal renaming process has been initiated.

Preliminary Subcommittee (Pre-Phase): Process, Analysis, Findings, and Recommendations

Purpose and Context

In response to the complexity, and sensitivity of community communication, and prior to initiating any formal process, the district established a Preliminary Subcommittee (Pre-Phase).

This step was not required by policy. It was intentionally created by Superintendent Miriam Mickelson and the executive leadership team to provide a structured, transparent, and responsible way to assess the situation before taking action.

The purpose of this preliminary phase was to:

- Ensure the district did not act prematurely
- Provide clarity about what was being communicated
- Align any potential next steps with Board Policy FF
- Create a shared understanding for both staff and the Board

Without this step, the district would have faced two risks:

- Moving too quickly into a formal process without meeting policy requirements
- Or failing to respond clearly, creating confusion or eroding trust

Purpose and Function of the Subcommittee

The subcommittee was designed to function as a **structured analytical and advisory body**, not a decision-making group. Its central guiding question was:

“Based on Board Policy FF, are we ready to initiate a formal renaming process?”

This distinction is critical. The role of the subcommittee was not to determine whether the school should be renamed, but whether the district is **ready to consider that question under policy**.

Composition and Governance

The subcommittee was intentionally structured to include multiple perspectives while remaining focused and efficient. Participants included:

- Carmen Xiomara Urbina, Chief of Staff- co-chair
- Guadalupe Quinn, community elder. Leader and community member-co-chair
- Kevin Gordon, Principal César Chávez Elementary School
- Rio Annsa, PTO president
- Melissa Ibarra, Director of Elementary Education
- Jeff Johnson, Director of Elementary Education
- Martha Dyer, Media Specialist at César Chávez Elementary School
- Morgan Munro, 4J School Board Member
- Maya Rabasa, 4J School Board Member
- Kristin Strand, MTSS Instructional Coach at César Chávez Elementary School

Two members of the Board of Directors participated in a listening-and-learning capacity. Their participation did not constitute Board action or quorum, but supported alignment and understanding.

The subcommittee:

- Did not make decisions
- Did not initiate a renaming process
- Did not replace the authority of the Board

Process and Methodology

The Preliminary Subcommittee convened for two formal meetings on April 3 and April 7, 2026, to conduct a structured, policy-aligned review of the current situation. The purpose of this phase was to assess available information, identify emerging patterns, and determine readiness for any potential next steps under Board Policy FF.

The subcommittee's methodology included the following components:

- **Comprehensive Review of Communications:** All communications received to date, including emails, direct inquiries, and messages shared with the Board, school leadership, and district administration, were compiled and reviewed in full to ensure a complete understanding of community input.
- **Stakeholder Categorization:** Communications were organized by stakeholder group (e.g., current families, former students, staff, community members) to better understand the perspectives represented and identify where engagement may be limited or absent.
- **Thematic Analysis:** The subcommittee identified recurring themes across communications, including areas of concern, expressions of support, and values-based considerations. This analysis helped surface common patterns and points of alignment or tension within the input received.
- **Assessment of Tone, Urgency, and Values Alignment:** In addition to content, the subcommittee analyzed the tone and level of urgency expressed in communications, as well as how the concerns raised align with district values, including student belonging, cultural identity, and community trust.
- **Policy Alignment Review (Board Policy FF and FF-AR):** All findings were cross-referenced with the requirements outlined in Board Policy FF and Administrative Regulation FF-AR to assess whether current conditions meet the established criteria for initiating a formal renaming process.
- **Identification of Gaps, Risks, and Conditions:** The subcommittee identified key gaps in information, particularly related to the breadth and representativeness of community input. In addition, potential risks, both in taking action and in not taking action, were documented, along with conditions that would need to be met to responsibly move forward.

This structured approach was designed to ensure that any recommendations are grounded in policy, informed by available data, and reflective of both community input and district values.

Community Input Analysis (17 Submissions)

As part of its review, the subcommittee analyzed a total of 17 communications received to date. These submissions were categorized as follows:

- **9 (53%)** from community members
- **7 (41%)** from parents/guardians
- **1 (6%)** categorized as other

These submissions are **important, valid, and informative**. They provide meaningful early insight into how a segment of the community is experiencing and responding to this issue. The input reflects genuine concern, engagement, and a willingness to participate in the conversation.

At the same time, the subcommittee identified several **limitations** in the current dataset:

- The input reflects a self-selected group, rather than a systematically engaged population
- There is no direct staff input represented at this stage
- The data does not result from a structured engagement process
- The submissions are not representative of the full school community

Under Board Policy FF, representative input requires a broader, more inclusive process that intentionally engages staff, families, students (as appropriate), and the wider community. This ensures that any decision is informed by a balanced and comprehensive understanding of community perspectives.

Key Themes and Patterns

Analysis of the 17 submissions revealed the following patterns:

- **14 of 17 (82%)** express support for renaming
- **17 of 17 (100%)** raise **values-based concerns**
- **12 of 17 (70%)** express a sense of **urgency**
- **10 of 17 (59%)** suggest **alternative names or pathways forward**

Interpretation of Findings

These findings suggest:

- A clear directional signal from those who have engaged to date
- Concerns that are strongly grounded in values, including alignment with district commitments to student belonging, identity, and community trust

- Early momentum and engagement with potential outcomes, including consideration of alternative names

While the data does not yet meet the threshold for representative community input as required by policy, it does provide a **credible early indicator of concern and interest** that warrants thoughtful and deliberate next steps.

Critical Insight

The current data provide a clear indication of direction, but do not yet establish a sufficient basis for decision-making.

The subcommittee recognizes that the concern being raised is real, consistent, and values-based. This is not a question of whether concern exists; it is clearly present and meaningfully expressed.

However, what remains absent is the level of broad, representative community evidence required under Board Policy FF to support the initiation of a formal renaming process.

In this context, the distinction is critical:

- The subcommittee is not lacking awareness of the issue
- The subcommittee is lacking the depth and breadth of engagement required to act within policy

This insight reinforces the need for a more comprehensive, structured, and inclusive engagement process before any formal decision pathway can be recommended.

Policy Alignment

Board Policy FF does not establish a specific numerical threshold; rather, it requires sufficient and representative evidence to support informed decision-making.

Specifically, the policy calls for:

- Representation across stakeholder groups, including staff, families, students (as appropriate), and the broader community
- A clear and well-articulated rationale
- Evidence of sufficient depth and breadth to support a formal decision-making process

A central question that emerged through the subcommittee's review is:

Where is the voice of the full César Chávez Elementary School community?

At this stage, the available input does not yet provide a comprehensive or representative answer to this question, which is essential for aligning with policy expectations.

Based on its review, the subcommittee determined that:

- The concern being raised is real, consistent, and clearly expressed
- However, the district has not yet met the policy threshold required to initiate a formal renaming process

The subcommittee further noted that moving forward prematurely would present significant risks, including:

- Misalignment with Board Policy FF and established procedures
- Erosion of trust in the integrity and fairness of the process

This analysis underscores the importance of ensuring that any next steps are grounded in policy, supported by representative engagement, and aligned with the district's commitment to transparency and accountability.

Pathways Considered and Recommendations

The subcommittee considered **three potential pathways** aligned to Board Policy FF and Administrative Regulation FF-AR:

1. **Continue Monitoring and Communication**
Maintain ongoing communication while continuing to assess emerging concerns and gather additional information.
2. **Route Through Principal (FF-AR)**
Utilize the site-based process to respond to inquiries and intentionally expand engagement with the school community.
3. **Initiate Formal Renaming Process (Policy FF)**
Proceed with a formal renaming process, contingent upon meeting established policy criteria.

Subcommittee Determination, Recommendation, and Path Forward

The subcommittee determined that the district **has not yet met the requirements under Board Policy FF** to initiate a formal renaming process. Advancing at this time would be **premature and not aligned with established policy expectations**.

Recommendation:

Do not initiate a formal renaming process at this time. Instead, continue **structured and intentional engagement** to gather the representative input necessary to meet policy requirements and support informed decision-making.

A central question guiding this work is: ***Where is the voice of the full César Chávez Elementary School community?***

At this stage, that voice has not yet been fully or in a representative way captured. Ensuring a clear understanding of the perspectives of staff, family, and the community is essential before any formal action is considered.

To move forward responsibly, the subcommittee recommends:

- **Clear and Consistent Communication**
Provide transparent updates to the school community and broader public about the situation, the process, and next steps.
- **Expanded and Inclusive Engagement**
Broaden outreach in a structured way to ensure participation from staff, families, and the wider community.
- **Representative Input Collection**
Implement a formal engagement strategy, such as surveys and facilitated input opportunities, to ensure perspectives are balanced, comprehensive, and aligned with policy expectations.

Student Engagement Consideration:

Student involvement is not appropriate at this stage. However, if a formal process is initiated in the future, age-appropriate and meaningful student engagement will be an essential component.

Nuances and Considerations from Subcommittee Discussion

In addition to formal analysis, the subcommittee engaged in a thoughtful and layered discussion that surfaced important nuances. These considerations reflect the **complexity, sensitivity, and broader implications** of this work and should inform any future direction.

1. Balancing Urgency with Deliberation

There was a shared recognition of community concern and a natural urgency to respond. At the same time, the subcommittee emphasized the importance of **not moving too quickly**, ensuring that any action is thoughtful, inclusive, and does not unintentionally cause additional harm or division.

2. Honoring Both the Individual and the Movement

A central tension emerged around how to hold the complexity of César Chávez as both an individual and a symbol of a broader movement. Committee members reflected on the importance of acknowledging concerns while also honoring the historical significance of the farmworker movement and cultural identity tied to the school's name.

3. Community Identity, Pride, and Belonging

The school name has long represented pride, belonging, and cultural identity for many in the community. Any potential change raises important questions about how to preserve and honor that sense of identity, regardless of the outcome.

4. Readiness and Community Understanding

The subcommittee noted that the broader school community may not yet have a shared understanding of the name's history, legacy, or current concerns. This raises questions about community readiness and the need for education and context before asking for input or making decisions.

5. Importance of Process Integrity

There was strong concern about ensuring a clear, consistent, and credible process. Members noted that without well-defined criteria and structure, the process could feel unclear or inequitable, and that this work should not rest solely at the school level but reflect a district-wide standard of practice.

6. Systemwide Implications

The conversation extended beyond a single school, with recognition that the district has multiple sites and that decisions about naming are made. Any action taken here may set a precedent, prompting consideration of broader district practices around naming, honoring individuals, and representing community values.

7. Navigating Complex and Conflicting Community Perspectives

Input received to date reflects mixed emotions and perspectives, including pride, concern, confusion, and a desire for acknowledgment. The subcommittee emphasized the importance of creating space for these perspectives to be heard, understood, and reconciled where possible.

8. Communication and Transparency

There was strong agreement on the need for clear, proactive communication. The community should understand that the district is actively engaging with the issue, even if a final decision has not been made, to avoid perceptions of inaction or lack of responsiveness.

9. Opportunity for Deeper Learning and Reflection

This moment presents an opportunity not only to consider a name, but to deepen community understanding of history, identity, and values. Several members noted the importance of ensuring that any process includes education and reflection, not just decision-making.

10. Long-Term Impact and Unintended Consequences

The subcommittee acknowledged that any decision—action or inaction—may carry long-term implications. Careful consideration is needed to anticipate unintended consequences, including impacts on community trust, cultural representation, and student experience.

Conclusion

The subcommittee's review makes the following clear:

- We are **not lacking understanding of the concern**
- We are **not lacking a rationale or awareness of the issue**

- We are **lacking the level of representative evidence required to act in alignment with Board Policy FF**

This distinction is essential. The concern is visible, credible, and grounded in values. It reflects real perspectives within the community and warrants thoughtful attention. However, the conditions necessary for formal action, specifically, broad, representative, and structured community input, have not yet been met.

At this stage, the district's responsibility is not to move quickly toward resolution, but to move responsibly toward readiness.

Current District Context

This work is unfolding within a broader district context that includes significant and competing priorities, including:

- A projected \$45 million budget reduction
- Ongoing staffing adjustments and system stabilization efforts
- Planning and preparation for the upcoming school year

These realities require the district to operate with focus, discipline, and coherence, ensuring that efforts are aligned and sustainable. This context does not diminish the importance of this work; rather, it reinforces the need to approach it with intentionality, clarity, and alignment to capacity.

Next Steps

At this time, **no formal action is requested.**

The district will continue to:

- **Monitor** evolving community input and context
- **Communicate** clearly and consistently with stakeholders
- **Engage** in a structured and inclusive manner to gather representative perspectives

This approach ensures that any future recommendation is grounded in policy alignment, comprehensive input, and community trust, rather than urgency alone.

Closing Reflection

The subcommittee's review confirms that the concern raised by community members is both real and meaningful, and that there is a clear awareness of the issue and its broader implications. At the same time, the district has not yet gathered the level of representative, comprehensive evidence required to take formal action in alignment with Board Policy FF.

This distinction is important. While the issue warrants thoughtful attention, the conditions necessary to support a formal renaming process have not yet been met. Proceeding without sufficient and representative input would risk misalignment with policy and undermine confidence in the process's integrity.

This work is taking place within a broader district context that includes significant operational and financial priorities. These realities require the district to move forward with focus, clarity, and disciplined prioritization, ensuring that efforts are aligned, sustainable, and responsive to the full scope of system needs.

At this time, no formal action is recommended. The appropriate next step is to continue communication and implement a structured, inclusive engagement process to ensure that the perspectives of staff, families, and the broader community are fully understood and represented.

Ultimately, this work reflects more than a single decision. It speaks to the district's responsibility to engage thoughtfully with complex issues, to center community voice, and to uphold clear, consistent processes. The path forward must be guided not only by the outcome reached, but by a process that reflects integrity, inclusiveness, and accountability to the community it serves.

César Chávez Elementary Preliminary Review: Naming Considerations

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Eugene School District 4J

April 15, 2026

Carmen Xiomara Urbina, Chief of Staff

Context & Background

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

This situation reflects both historical significance and newly surfaced concerns, creating a complex and deeply personal issue for the community.

Understanding the Complexity of This Moment

This issue reflects a tension between history, identity, and newly surfaced information
César Chávez represents both:

- A symbol of a broader movement rooted in justice and labor rights
- An individual whose legacy is now being reexamined

Communities are holding multiple truths at once:

- Pride, identity, and cultural significance
- Concern, confusion, and questions about alignment with values

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This conversation is not unique to Eugene

- Schools and institutions across the country are reexamining names, histories, and public symbols

The central challenge:

How do we honor community identity while responding thoughtfully to new information?

Process Clarification – Policy FF & FF-AR

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

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This framework ensures decisions are deliberate, inclusive, and not made in response to limited or immediate input.

Why a Preliminary Phase

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

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This step was intentionally created to avoid two risks:
moving too quickly without meeting policy requirements, or failing to
respond clearly and eroding trust.

Role of the Subcommittee

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

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Process and Methodology

- Comprehensive review of all communications received
- Stakeholder categorization (families, community, etc.)
- Thematic analysis of concerns and perspectives
- Assessment of tone, urgency, and values alignment
- Policy alignment review (FF & FF-AR)
- Identification of gaps, risks, and conditions

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This ensured the review was structured, consistent, and grounded in policy.

Community Input Overview

- 17 request reviewed
 - 53% community members
 - 41% parents/guardians
- Input is:
 - Important
 - Valid
 - Informative

- Limitations:
 - Self-selected group
 - No staff input
 - Not representative

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This input reflects meaningful early engagement, but not a structured or representative process.

Key Themes

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

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Interpretation:

Clear directional signal, but not representative evidence.

Critical Insight

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

This data shows direction – not decision.

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The issue is clear. What is not yet present is the breadth and depth of community voice required to act responsibly.

Pathways Considered

Option A – Continue Monitoring and Communication



- Continue gathering information
- Expand understanding of concerns

Option B – Route Through Principal (FF-AR)



- Utilize site-based process
- Expand structured engagement with school community

Option C – Initiate Formal Renaming Process (Policy FF)



- Only if policy conditions are met
- Requires representative input and clear rationale

Each pathway was considered through the lens of policy alignment, readiness, and risk.

Policy Alignment

- Policy FF requires:
 - Broad, representative community input
 - Clear and formalized rationale
 - Sufficient evidence for decision-making⁴³
 - Understanding of impacts and implications

Central Question:

Where is the voice of the full school community?

Recommendation

Do not initiate a formal renaming process at this time.

Why:

- Policy threshold has not been met
- Input is not yet representative
- Risk of acting prematurely

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Advancing now would be inconsistent with Board Policy FF and the district's commitment to a fair and credible process.

Path Forward

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

Key Considerations

- Balance urgency with thoughtful deliberation
- Honor both the individual and the broader movement
- Preserve community identity, pride, and belonging
- Ensure clarity and integrity of process
- Recognize systemwide implications
- Navigate complex and conflicting perspectives
- Maintain transparency and communication
- Consider long-term impacts and unintended consequences

Current District Context

- Significant budget reductions
- Staffing adjustments and system stabilization 47
- Planning for the upcoming school year
- These realities require the district to move with focus, alignment, and disciplined prioritization.
- This context reinforces the need to proceed thoughtfully and not prematurely.

Conclusion

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

Next Steps & Commitment

No formal renaming process is being initiated at this time

The district will:

- Continue clear and consistent communication
- Expand structured community engagement
- Gather broad and representative input

A future recommendation will be brought forward only when Policy FF conditions are met

Closing Reflection

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

Acknowledgment & Gratitude

We want to express our sincere gratitude to those who have engaged in this process:

- The **17 community members and parents/guardians** who took the time to write and share their perspectives
- School leadership, including the **principal and staff**, for their care and support of the school community

We also extend our deep appreciation to the Preliminary Subcommittee for their time, thoughtfulness, and commitment to this work:

- **Guadalupe Quinn**, Community Elder and Leader (Co-Chair)
- **Kevin Gordon**, Principal, César Chávez Elementary School
- **Rio Annsa**, PTO President
- **Melissa Ibarra**, Director of Elementary Education
- **Jeff Johnson**, Director of Elementary Education
- **Martha Dyer**, Media Specialist
- **Kristin Strand**, MTSS Instructional Coach
- **Morgan Munro**, Board Member
- **Maya Rabasa**, Board Member
- **Kristin Strand**, MTSS Instructional Coach
- **Cynthia Calletano**, Executive Assistant



ITEM FOR ACTION

Date of Meeting:

April 15, 2026

Title: Direction to Initiate School Naming Process – Board Policy FF – Naming of Schools, Facilities and District Property

Presenter: Tom Di Liberto, Board Chair

Background

Earlier in this meeting, staff presented an Item for Information titled *Receive Information Regarding César Chávez Elementary School Naming Review – Preliminary Findings and Path Forward*. That presentation provided an overview of Board Policy FF – Naming of Schools, Facilities, and District Property, including the established process, expectations for stakeholder engagement, and a general timeline.

As presented, there has been a significant increase in community attention, concern, and dialogue regarding the name of César Chávez Elementary School. This reflects both the importance of the school's identity and the range and complexity of perspectives within the community.

This agenda item provides the Board with the opportunity to determine whether to initiate the formal process outlined in Board Policy FF.

Purpose of Action

This action would direct the Superintendent to initiate the process outlined in Board Policy FF – Naming of Schools, Facilities, and District Property.

It is important to clarify the scope of this action:

This action does not determine whether a school name will change. Rather, it authorizes the initiation of a formal, structured process through which a recommendation may be developed and subsequently brought to the Board for consideration.

Process Commitments

If approved, the process will be conducted in alignment with Board Policy FF and will include:

- Formation of a representative naming committee
- Development of clear criteria aligned with Board policy
- Robust and inclusive stakeholder engagement
- Ongoing and transparent communication
- Presentation of a formal recommendation to the Board

The process will be designed to reflect district values, including equity, inclusion, and meaningful community engagement.

Fiscal and Operational Considerations

Initiating the process will primarily require staff time, coordination, and planning.

Should a name change ultimately be recommended and approved, associated costs, including but not limited to signage, materials, and communication updates, will be identified and presented to the Board for consideration at that time.

Framing for Board Consideration

As the Board considers this action, it is important to clearly distinguish the nature of the decision before you. This is not a decision regarding a school name. It is a decision regarding whether to initiate a process.

That process is established in Board Policy FF and is designed to ensure that any future recommendation is informed by a thoughtful, inclusive, and transparent engagement process.

The Board is also asked to consider this action within the broader context of district priorities, including current fiscal conditions, staffing considerations, and planning for the upcoming school year. This includes consideration of the district's readiness to undertake this work with the level of care, focus, and intentionality it requires.

Next Steps

If approved, staff will begin planning and implementing the process and will provide periodic updates to the Board. If not approved, no further action will be taken at this time.

Closing

This action represents a determination of whether to engage in a formal process that centers community voice and reflects district values.

Should the Board choose to proceed, the work will be undertaken with care, intention, and a commitment to ensuring that the process is thoughtful, inclusive, and aligned with the expectations set forth in Board Policy FF.

Eugene School District 4J

Code: **FF**
Adopted: 6/16/75
Readopted: 10/08/03; 6/01/15; 10/03/18
Orig. Code: FF; 8410

Naming Schools, Programs and Properties

The naming of all schools, programs and school district properties, including but not limited to school buildings, areas within school buildings, athletic fields and nonschool facilities, is the responsibility of the Board.

The Board recognizes the importance of soliciting student, staff, parent and community input in the selection of names. Name nominations may be presented by individuals, by petition, by chosen committees, or by other representative groups. The superintendent or designee will appoint an advisory committee to consider alternatives and make a recommendation to the superintendent about which names to recommend to the Board. While every effort will be made to respect student, staff, parent and community preferences, the Board retains the final authority over selection of names for schools, programs and facilities.

Criteria for Names

In considering appropriate names for any school, program or facility, it is the responsibility of the Board to ensure that the name has broad acceptance in a multicultural society and properly reflects the type and mission of the school, program or facility, as determined by the Board.

When evaluating school, program or facility names, the following general criteria shall be followed:

Names submitted for consideration may:

1. Be known and significant to the community, students and staff; or
2. Relate to local neighborhoods, to relevant geographic areas, to places of historical, geographical, geologic or cultural significance, to indigenous and characteristic flora or fauna; or
3. Be persons or groups of persons, preferably deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or
4. Be thematic to reflect the character of the community culture and history; or
5. Reflect features of the facility or its program type and mission.

Names submitted for consideration shall not:

1. Duplicate or nearly duplicate the names of other schools, programs or facilities in the district or surrounding districts;

2. Reflect the names of specific cities with the exception of “Eugene”;
3. Be a person, location, theme or character whose primary identification is of a religious nature;
4. Include the word “neighborhood” in a school name unless the school has defined attendance boundaries; or
5. Include the word “school” in a program name if it does not meet the definition of a school as a complete educational program with a separate organizational structure, teaching staff, budget, etc.

Special Recognition of Specific Persons

The Board acknowledges that communities served by schools, programs and district facilities periodically desire to recognize individuals for long and honorable service. Schools, programs and facilities may be named for former school district employees, students or community members who have made specific contributions to education within the district. In general, schools, programs and facilities will be named only for individuals who have been deceased for at least three years. In no case will a school, program or facility be named for a current staff member or student or an elected official currently in office.

Gifts

In exceptional circumstances, consideration may be given to naming a new school or non-school-facility or a portion of an existing school or non-school-facility for a significant gift as determined by the Board. Naming schools and nonschool facilities in this instance shall be consistent with all Board policies and shall appropriately reflect the donor’s financial support as well as the donor commitment to the district’s mission and the objectives of the school system.

Renaming or Amending of Current Names

The Board recognizes that renaming existing schools, programs or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision and should not be made arbitrarily, frivolously or in haste. Because the impact of renaming or amending the name of an existing school, program or facility is substantial in terms of potential public confusion and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present credible evidence that the benefits of renaming or amending the name outweigh community and district impacts.

The name change must be supported by the school community and the community and must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change. The Board has the ultimate authority to determine if a credible showing for changing a name is made.

Relocated Schools and Programs

School and program names are independent from existing facility names. When a school or program is relocated to occupy an existing facility, the school or program and the facility that houses it will both retain their existing names unless a renaming process is completed.

Implementation

The Board authorizes the superintendent to develop procedures that provide for implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Eugene School District 4J

Code: **FF-AR**
Revised/Reviewed: 6/01/15; 10/03/18
Orig. Code: FF-AR

Naming Schools, Programs and Properties

Proposals for naming or renaming schools, programs and facilities should be sent to the communications department with a copy to the superintendent. The communications department will be responsible for assisting schools in naming and renaming efforts in accordance with board policy FF - Naming Schools, Programs and Properties and this administrative rule. The Board will make the final decision.

The procedure for application of those criteria and conditions in naming and renaming a school facility or other district facilities shall take place in the following manner.

For the purpose of this administrative rule the following definitions will apply:

“School” is an institution with a separate organizational structure that has an assigned administrator and a site council. It has a teaching staff, a budget, a curriculum that meets state content standards, educational programs that lead to students earning a high school diploma and a school improvement process. A school may share a facility, personnel and support services with another school or program, or it may be located in more than one facility. A school meets all state standards and other district policies.

“Program” is an educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs. Students participating in the program are considered to be enrolled in the school with which the program is affiliated.

“School facility” means the property housing a school including, but not limited to, the school building, playgrounds, athletic fields and parking lots.

“Nonschool facility” means property housing district offices and programs that support schools.

“Areas within a facility” are spaces and rooms inside and out, including, but not limited to, classrooms, auditoriums, gymnasiums, administrative offices, meeting rooms, halls, cafeterias, athletic fields, playgrounds and parking lots.

“New naming” is the procedure used when naming previously nonexistent schools, programs, school facilities, nonschool facilities, or school conversions.

“Renaming” is the procedure used when changing the name of an existing school, program, school facility or nonschool facility.

“School conversions” are new schools resulting from the division of one existing school into more than one separate and distinct school, or from the merger of two separate and distinct schools into one school.

“Board leadership” means the chair, co-chair and one additional member of the Board.

Naming Process for New Schools, Programs and Facilities

After a decision has been made to create a new school or program, or to construct a new facility, at the direction of the superintendent, the communications department will undertake a naming process. A new school building that replaces an existing school building on the same site will carry the same name unless a proposal is brought forward to rename it. When a school or program is relocated to occupy an existing facility, the school or program and the facility that houses it will both retain their existing names unless a renaming process is completed.

Naming Process for Areas Within a School Facility

Requests to name an area within a school facility (e.g., library, gymnasium, playing field) will be received by the principal. The request should be supported by a rationale and indication of staff, student, parent and community support for the naming. The principal will notify the communications department of the naming request and a decision will be made whether or not to proceed, based upon evaluation of the request and rationale relative to Board policy FF - Naming Schools, Programs and Properties. If the principal and communications department decide not to proceed, a letter outlining the reason will be sent to the proposer(s). If a decision is made to proceed, the communications department will undertake a naming process.

Renaming of Schools, Programs and School Facilities

On occasion there may be proposals to rename existing schools, programs, school buildings or areas within a school from individuals, petitions, chosen committees or other representative groups. Requests will be received by the principal. Requests should be supported by a rationale; documentation of staff, student, parent and community support; a fiscal impact statement; and suggested methods of covering the expense of the name change. The principal will notify the communications department of the name change request and a decision will be made whether or not to proceed, based upon evaluation of the request and rationale relative to Board policy FF - Naming Schools, Programs and Properties. If the principal and communications department decide not to proceed, a letter outlining the reason will be sent to the proposer(s). If a decision is made to proceed, the communications department will undertake a naming process.

When a decision has been made to undertake a naming process, it will proceed as follows:

1. The communications department will appoint a naming recommendation committee.
2. The naming recommendation committee will consist of stakeholders including:
 - a. For a school, program or school facility:
 - (1) A Board member;
 - (2) A district administrator;
 - (3) The principal;
 - (4) At least one teacher;
 - (5) At least one classified employee;
 - (6) A parent representative of the site council;
 - (7) At least one community member from the immediate community served by the facility;
 - (8) At least one student (when naming a high school);

- (9) The athletic coordinator or athletic director (when naming a high school); and
 - (10) Other appropriate members designated by the communications department.
- b. For a nonschool facility:
 - (1) A Board member;
 - (2) A district administrator;
 - (3) A teacher;
 - (4) A classified employee;
 - (5) At least one community member from the community served by the facility; and
 - (6) Other appropriate members designated by the communications department.
3. The committee, working with the communications department, will:
 - a. Set a timeline for choosing a name. For new schools, programs and facilities, the timeline must be consistent with the schedule to open the school, program or facility.
 - b. Notify the school community, neighborhood community, community groups, employee groups and district administrative staff about the naming process.
 - c. Make available multiple methods for interested parties to provide input; this may include holding one or more public meetings to hear comment from community members, parents, prospective students and staff.
 - d. Ensure that the proposed names meet the criteria outlined in Board policy FF - Naming Schools, Programs and Properties.
 - e. Give consideration to the historical background of the proposed names to ensure that they are not associated with activities that are in conflict with the district's mission, goals and nondiscrimination policy.
 - f. After consideration, vote to select a short list of proposed names (typically three to five).
4. On or before the conclusion of the designated timeline, the communications department and the committee will forward to the superintendent the committee's short list of proposed names, a description of the process used to determine the names, a brief rationale for each name, and the extent of support for the names in the school and neighborhood communities.
5. The superintendent will ensure that the procedural requirements of Board policy FF - Naming Schools, Programs and Properties and this administrative regulation are satisfied and will bring a recommendation to the Board for their consideration.
6. The Board will consider the proposal, gathering additional information and holding public hearings, as they deem necessary, and then vote on the proposal.
7. The decision of the Board will be final.

Naming Process for Areas within Nonschool Facilities

1. Requests to name or rename areas within nonschool facilities will be received by the communications department. Requests will be accompanied by a statement of rationale and financial impact.

2. The communications department will ensure that the procedural requirements of Board policy FF - Naming Schools, Programs and Properties and this administrative regulation have been satisfied. If approved, the proposal will be forwarded to the superintendent.
3. The superintendent and the Board chair will evaluate the request based upon the criteria established in Board policy FF - Naming Schools, Programs and Properties and make a decision whether or not to proceed with the request.
4. If the decision is not to proceed, the superintendent will notify the proposer of the decision and the reason for the decision.
5. If the decision is to proceed, the superintendent will bring a recommendation to the Board for their consideration.
6. The Board will consider the proposal, gathering additional information and holding public hearings, as they deem necessary, and then vote on the proposal.
7. The decision of the Board will be final.

Naming as a Result of Gifts

Proposals to name new facilities or parts of existing facilities may be considered as part of the contract negotiations in acceptance of a significant monetary gift. Names proposed must be in keeping with the criteria established in Board policy FF - Naming Schools, Programs and Properties.

The proposed name will be reviewed by a committee including, but not limited to, the superintendent, Board chair and the principal (if the name affects an existing school facility). Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the district's mission, goals and nondiscrimination policy.

If the committee recommends the name proposal, the superintendent will bring the recommendation for the naming proposal and the resolution to accept the donation, including the rationale, to the Board for consideration.

Signs and Markers

The communications department and director of facilities shall develop and make available to schools guidelines and specifications concerning signs or markers placed on school facilities and campuses to honor persons or acknowledge entities for which areas within the school are named. Unless otherwise agreed to by the superintendent, the cost of signs or markers or any other cost associated with the naming will be the obligation of the individual school.



ITEM FOR ACTION

Date of Meeting

April 15, 2026

Title

Approve Revisions to Board Policy IKF–Graduation Requirements

Presenter

Dr. Miriam Mickelson, Superintendent

Background:

In January 2026, the board received a first read of proposed revisions to Policy IKF - Graduation Requirements. Based on a board member’s request, additional research was conducted on policy revisions. Having concluded that research and given due consideration, the recommended changes to Policy IKF have been expanded. They include:

1. State law allows districts to add requirements above those required by Oregon Department of Education for the attainment of a high school diploma, subject to certain limitations. The law requires that the district waive those added requirements as to high school students experiencing certain identified hardships - such as homelessness. The statute lists the categories of students for whom a district must waive these added diploma requirements. The board may add additional categories of students for whom the district will waive any district-added diploma requirements. A proposed addition would allow the district to waive any unique 4J diploma requirements to a high school student who experienced deportation or detention as a result of their immigration status.
2. When the board last revised policy IKF, a definition of “regular full time attendance” was inadvertently omitted. The proposed policy includes the definition.
3. Policy IKF currently authorizes the issuance of honorary 4J diploma certificates to high school students who passed away in the 11th or 12th grade and who did not complete graduation requirements. Proposed changes remove the limitations related to the grade level of the student and require that the superintendent develop procedures for implementing the honorary diploma provision.

Options and Alternatives:

The Board may choose to accept revisions to Policy IKF as proposed and approve the policy. The Board may wish to direct staff to make further revisions.

Recommendation

The superintendent recommends the board approve revisions to Board Policy IKF–Graduation Requirements.

Eugene School District 4J

Code: **IKF**
Adopted: 8/26/15
Revised/Readopted: 9/09/15; 11/07/18; 11/06/19;
10/06/21; 10/04/23; 5/21/25; **XX/XX/26**
Orig. Code: IKF; IKFA

Graduation / Completion Requirements**

The district will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680.³

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

credits satisfied those requirements in that educational program in this state. **If the district requires diploma requirements beyond the state requirements, the district will also grant a waiver for those requirements to any student who, at any time from grade 9 to 12, experienced deportation or detention as a result of their immigration status.**

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics at Algebra I level or higher;
2. Four credits in language arts⁵;
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education;
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination); and
10. Five OS (Other Subjects) credits.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics ~~became~~ ~~becomes~~ a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Course Requirements	Class of 2026	Class of 2027 & Beyond
Language Arts (LA)	4.0 Credits	4.0 Credits
Mathematics (MA) Must be Algebra I and above	3.0 Credits	3.0 Credits
Science (SC) Must include Scientific Inquiry and Lab Experiences as outlined in the standards	3.0 Credits	3.0 Credits
Social Studies (SS) Must include US History, Economics, Geography, and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies	2.5 Credits	2.5 Credits
Social Studies - Civics	0.5 Credit	0.5 Credit
Health (HE)	1.0 Credit	1.0 Credit
Fine Arts (AF), Applied Arts, Career & Tech Ed (CTE) or World Language (WL)	3.0 Credits	3.0 Credits
Physical Education (PE)	1.0 Credit	1.0 Credit
Personal Finance (PF)	N/A	0.5 Credit
Higher Education & Career Path Skills (HC)	N/A	0.5 Credit
Other Subjects (OS)	6.0 Credits	5.0 Credits
Total Course Credits:	24.0 Credits	24.0 Credits

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹¹

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

2. Complete an Education Plan and Profile: Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade 12, with regular reviews and updates.
3. Complete Career-Related Learning Experiences: Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.
4. Complete Extended Application: Students apply and extend their knowledge in new and complex situations related to the student’s personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

International Baccalaureate

A student who has completed an International Baccalaureate program may satisfy the credit requirements¹² prescribed by standard diploma requirements listed above.

1. A student may satisfy those requirements if the student has successfully completed:
 - a. All the requirements as described in the International Baccalaureate Organization’s International Baccalaureate Diploma Programme curriculum; or
 - b. All the requirements as described in the International Baccalaureate Organization’s International Baccalaureate Career-related Programme curriculum.
2. Beginning with the class of 2027 and beyond, unless waived in accordance with OAR 581-022-2000(14), a school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall ensure students in an International Baccalaureate program complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses.
3. A school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall develop a curriculum plan that ensures students in an International Baccalaureate Program receive inclusive instruction aligned to the adopted standards in Civics and Health. This plan shall be kept on file at the district and be available to ODE upon request.

Modified Diploma

SB 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

¹² Requirements for the completion of the International Baccalaureate diploma and career-related programmes can be found in the Graduation Rules and Awarding Academic Credit document.

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One-half credit in personal financial education;¹³
6. One-half credit in higher education and career path skills;¹⁴
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹⁵

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁶ will be awarded to students who:

¹⁶ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time **attendance**¹⁷ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁸.

For students with a documented history¹⁹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Diploma Awarded to Veterans

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

¹⁷ **Regular full-time attendance**” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

¹⁸ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

4J Honorary Diploma

~~The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.~~

~~To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.~~

The district may issue a 4J honorary diploma certificate upon request from a parent or guardian of a 4J student who has passed away without completing graduation requirements.

The honorary diploma certificate ~~will~~ may be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

The superintendent or designee will establish procedures for the implementation of this provision. The procedures will address communication with the student's parent or guardian and options available to honor the student, which may include, but are not limited to, notification of the honorary diploma, inclusion of the student's name during the graduation ceremony, and/or graduation program, or other forms of acknowledgment based on parent or guardian consent.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion. ~~The superintendent may decline certain methods of acknowledgment requested by parents/guardians.~~

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form²⁰ and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student

²⁰ Oregon Department of Education page for: [30-day notice and opt-out form](#)

conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.