Public Justification of Reduction of Instructional time Letter

TO: Staff, Students, Parents, Guardians, and Community Members
FROM: Luckiamute Valley Charter Schools Board of Directors and Administration
DATE: October 1, 2026
RE: Justification for the Decision Not to Restore Lost Student Instructional Time under Executive Order 26-06 and OAR 581-022-2323

Overview and Context
On April 16, 2026, Governor Tina Kotek issued Executive Order 26-06 to protect and restore student instructional time in Oregon schools, prioritizing academic outcomes and robust learning environments. Following this order, the State Board of Education adopted emergency rule OAR 581-022-2323. This rule mandates that districts reducing instructional hours below 2024-25 levels must either implement a restoration plan or provide a formal, evidence-backed public justification explaining why the time cannot or will not be restored.
Under OAR 581-022-2323, student instructional time is defined as the total hours students are in school on a "bell-to-bell" basis, which includes instruction, recess, passing time, and lunch.
Board Determination and Public Justification
At the direction of the school board during the public meeting held on August 19, 2026, the Luckiamute Valley Charter Schools' School Board has elected not to increase or modify its school day to match prior levels. The district's formal justification relies on the following factors:

- **Compliance with Division 22 Standards:** Luckiamute Valley Charter Schools continues to meet or exceed all baseline state instructional requirements outlined in OAR 581-022-2320. For example, for grades K-8, the state requires **900 hours**, while our current calendar provides **1058 hours (K-5) and 1168 hours (6-8)**, which places us **118 hours (K-5) and 268 hours (6-8) above the state-mandated minimum**. K-8 students received **1176 hours** in the 2024-2025 school year.
- **Operational and Budgetary Constraints:** Elementary schools are typically very focused on academic and behavior intervention. The after-school meetings required to support students who may qualify for IEP's, 504, or SIT can be complex and lengthy. By the time we verify that all students have left safely on the bus or have been picked up by parents, meetings generally don't start until 4 o'clock. Some of these students have very complex needs, and thus require thoughtful, detailed review of data and conversations about how best to support them. Those students who may be qualified for special education often require multiple meetings that include specialists, such as the school psychologist, autism specialist, speech and language therapist, occupational and physical therapists, and the deaf and hard of hearing specialist. These meetings typically run approximately one hour and 15 minutes. However, it is not uncommon for such meetings to last two hours or more. The Licensed staff workday begins officially at 7:30 and ends at 4:00. However, most of our teachers arrive between 6:30 and 7:00. It is not uncommon to have a series of meetings in one week. Because many of them live 30-60 minutes from the school, they may not get home until as late as 7:00.
- **Impact on Student Learning and Community Stability:** Since the beginning of our four-day school week, we have consistently received feedback from parents of younger children that the long day can be challenging because they are extremely tired, leaving

minimal time for family interaction, homework, or play. School buses begin dropping students off at 7:30 in the morning, and students load the bus at 3:45. Many of these students have bus rides to and from school lasting 45-60 minutes. With morning pick-up at our bus stops as early as 6:45, many of our younger students experience a 10-hour school day.

- **Continuous Monitoring and Tracking Student Academic Growth:** When we implemented the four-day school week, our philosophy was that it is not the length of time a student is in school that ensures great outcomes for our students. We believe it is the quality and focus of the instruction and effective, targeted interventions that facilitates growth. The teachers and academic support staff at Bridgeport have been relentlessly focused on ensuring positive student outcomes. The systems we have in place, which includes regular data team meetings, professional learning community meetings (PLC's) and staff meetings, that are dedicated solely to student growth have been very effective. This can be quantified by the ongoing review of state assessment results and interim assessments which are administered a minimum of three times a year.

The evidence of this public justification has been submitted to the Oregon Department of Education in compliance with state filing rules. The district will report its final 2025-26 instructional time metrics via the formal Division 22 assurances process by **November 15, 2026**. For questions regarding this determination or to review our operational data, please visit our website at lvcs.k12.or.us or contact the Executive Director Christy Wilkins at 503-623-4837.