

Board of Directors Meeting  
 School District 4J, Lane County  
 District Office  
 200 North Monroe Street  
 Eugene, Oregon 97402  
 Wednesday, January 18, 2023

**NOTICE:** The Regular Board Meeting at 7:00 p.m. will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream), and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

**School Board Meeting Request Forms:**

Sign up to provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

The board will hear public testimony 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.

**5:30 PM  
 Executive Session and Regular Meeting**

- I. **5:00 - 5:30 p.m. Executive Session**  
 The Board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f). Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
- II. **5:30 - 6:30 p.m. Work Session** **3**  
 Review Board Working Agreements  
 Presenter: Maya Rabasa, Board Chair
- III. **7:00 p.m. Regular Board Meeting:**
- IV. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- V. Agenda Review
- VI. Introduction of Guests and Superintendent’s Report
  - 1. School Board Appreciation Month  
 Comments of appreciation of the 4J Board of Directors  
 Superintendent Dey
  - 2. Recognition of Students
- VII. **Public Hearing: Receive Public Comment Regarding the Renewal** **14**  
 Application for Network Charter School  
 Presenter: Casandra Kamens, Curriculum Administrator, Charter Schools
- VIII. Receive Reports from High School Student Representatives
- IX. Items Raised by the Audience
- X. Comments by Employee Groups
- XI. Comments and Committee Reports by Individual Board Members
- XII. Consent Group - Items for Action
  - 1. Approve Minutes from the November 16, 2022 Board Meeting 16  
 Presenter: Superintendent Dey
  - 2. Approve Minutes from the December 7, 2022 Board Meeting 28  
 Presenter: Superintendent Dey
  - 3. Approve Minutes from the December 14, 2022 Board Meeting 38

	Presenter: Superintendent Dey	
	4. Approve Auditor Contract	51
	Presenter: Matt Brown, Director of Financial Services	
XIII.	Items for Information	
	1. Updated 5-Year Financial Forecast	125
	Presenter: Director of Financial Services Matt Brown	
	2. Receive Update on the Audit of the Student Investment Account (SIA)	132
	Presenter: Superintendent Andy Dey, Chief of Staff Rob Hess	
XIV.	Items for Action	
	1. Approve Renewal of the Public Charter School Contract with Network Charter School	147
	Presenter: Casandra Kamens, Curriculum Administrator	
	2. Approve Process for Superintendent Evaluation	198
	Presenter: Maya Rabasa, Board Chair	
XV.	Items for Action at a Future Meeting	
	1. NEHS Old Building Discussion	206
	Superintendent Andy Dey, Chief Operations Officer Kyle Tucker	
XVI.	Suggestions by the Board for Consideration of Items at a Future Meeting	
	1. <b><u>2022-23 Board Meeting Calendar:</u></b>	
	<del><b>AUGUST 2022:</b> Wednesday, August 3 and Wednesday, August 17-</del>	
	<del><b>SEPTEMBER:</b> Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21</del>	
	<del><b>OCTOBER:</b> Saturday, October 1 Board Retreat; Wednesday, October 12;</del>	
	<del>Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat</del>	
	<del><b>NOVEMBER:</b> Wednesday, November 2-Wednesday, November 16</del>	
	<del><b>DECEMBER:</b> Wednesday, December 7 and Wednesday, December 14</del>	
	<del><b>JANUARY 2023:</b> Wednesday, January 18</del>	
	<del><b>FEBRUARY:</b> Wednesday, February 1 and Wednesday, February 15</del>	
	<del><b>MARCH:</b> Wednesday, March 1 and Wednesday, March 15</del>	
	<del><b>APRIL:</b> Wednesday, April 19</del>	
	<del><b>MAY:</b> Wednesday, May 3 and Wednesday, May 17</del>	
	<del><b>JUNE:</b> Wednesday, June 7 and Wednesday, June 21</del>	
XVII.	Adjourn	

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

**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 INFORMATION – WORK SESSION

**Date**

January 18, 2023

**Title**

Review Board Working Agreements

**Presenter**

Maya Rabasa, Board Chair

**Background**

The board annually reviews, affirms or revises Board Working Agreements.

## **AGREEMENTS**

### **Board Organization and Governance**

1. The board will make decisions in the best interest of students and the district as a whole.
2. The board will actively solicit input, listen to all perspectives, and carefully consider all issues presented to the board.
3. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate. And Board leadership will work with staff to develop a list of topics and resources for orientation and onboarding. The list will be given to new board members before July 1<sup>st</sup> and the new board members will complete the onboarding before the first Board meeting in August. Board Leadership and staff will help new Board members connect with resources.

### **Meeting Agreements**

1. Board members will arrive on time for meetings and will carefully review all meeting materials in advance of the meeting.
2. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend.

### **Duties, Responsibilities and Role of Board Leadership**

1. Board leadership will be responsible for the board self-assessment.
2. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

### **Agenda Planning**

1. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. Board leadership will assess interest or agreement by other members of the board with a straw poll. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. Each request will be reviewed by board leadership and will be considered for next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information or an item for future action on an upcoming board meeting agenda. Leadership will communicate the next steps decided for the proposed topic to the requesting board member.
2. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered. The weekly memo from the superintendent will also include the working calendar of agenda topics for upcoming meetings.

## **Planning and Evaluation**

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Directors' Guiding Beliefs and Values" statement and "Working Agreements" at least annually.

## **Communication by Board Members**

board policies BD/BDA; BG/BGD; BBAA; BBF; JOB/JOA; address board communications so should this section be removed?

## POLICIES AND OREGON REVISED STATUTES

### Board Organization and Governance

1. The board will seek to work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals. **CCB and BG**
2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight. **BBA**
3. Individual board members have no authority to take individual action regarding policy or district and school administrative matters. **BBAA**
4. The Board will respect each individual member's right to express opposing viewpoints and vote their convictions, whether they are in the minority or the majority. Individual Board members will abide by decisions made by the Board and will not interfere with action on settled decision. **BBF**
5. Each year the board will select a chair and vice chair and this constitutes "Board Leadership." **BCB**
6. The Board follows Robert's Rules of Order to structure meetings. A copy of Robert's Rules will be offered to any new Board member during the orientation process. **BDD**

### Meeting Agreements

1. Board meetings will begin at the designated start time and members will work to end meetings on time. **BD/BDA**
2. Board members will cast a vote on all matters before the board, except when a board member must recuse themselves from the vote, such as in circumstances of a conflict. Abstentions are not allowed. **BDD**
3. Board meetings will be held only at accessible locations. **BD/BDA**
4. Board meetings will be properly noticed and adhere to Oregon Public Meeting Law requirements as per Oregon Revised Statutes 192.610–192.690.
5. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session except if the document has already been published. **BDC**

### Duties, Responsibilities and Role of Board Leadership

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30. A confirmation vote will take place at the first Board meeting on or after July 1<sup>st</sup> in those years when incoming new Board members are unable to vote for leadership. **BCB**
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar. **BCB**

3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month. Leadership will take extra care to prioritize items that have been supported by at least three members of the Board. This list is subject to change by a majority vote of the Board. **BCB**
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur. **BCF**
5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board. **BCE**

### **Communication by Board Members**

1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by a quorum in a non-public forum on any board matter is not allowed. **BD/BDA**
2. When a board member receives information about a concern or complaint from a stakeholder, they will not seek to act upon or resolve those issues directly with staff members (such as by requesting reports or further investigation). When possible, Board members should relay information to the level of the Superintendent's office, particularly when stakeholders seek out Board members about issues of public concern. This does not imply that a board member must relay information to the superintendent from confidential or informal conversations that board members participate in their roles as a 4J community members, etc. **BG/BGD**
3. Information requests by individual Board members that can be expected to require roughly 15 minutes or more of staff work or staff resources will be referred by the superintendent to board leadership or the full board to determine if the request to use resources aligns with board and district priorities. **BBAA**
4. When attending meetings, speaking publicly, or speaking directly to staff, board members are expected to be mindful of their status as elected leaders and how they may be perceived. **BBF**
5. As a courtesy, board members may communicate with leadership and/or the superintendent about actions they intend to take. **BBF**
6. The board chair or designee is the official spokesperson for the board. If a media request is made to another member who is not the chair, that member may speak with the media as an individual member, and they should inform the chair or the board as a whole. **BCB**
7. The board chair will be responsible to answer in writing all correspondence sent to the board. All board members will be copied on responses. However, board members should be cautious to abide by the Oregon Public Meetings Law (ORS 192) regarding serial meetings via electronic communication; avoid the use of “reply all.” The board chair will strive for a timely response to correspondence. **BCB**
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs, or Eugene 4J staff that necessitates interactions in the board member's capacity as a private citizen or volunteer. The board

member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings. This does not apply when 4J Board members are acting as parents, grandparents, or other trusted adults in relationship to 4J students. **BBAA**

9. Occasionally, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members will communicate with the superintendent when such requests are received and should be mindful of the Oregon Public meetings law. **BG/GBD**
10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student. **JOB/JOA**

## Agenda Planning

1. The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar and board goals set by the board at a summer retreat. **BCB**
2. In general, agendas will not be changed after they have been published.
  - On occasion, an item may be removed, postponed, or changed by board leadership with proper notice to the board and the public in advance of the meeting.
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  - This will not lead to a board action in the same meeting in which it is raised except under true emergency conditions. An emergency condition would be one where:
    - Acting immediately is critical for the operations of the district, *and*
    - not acting immediately would threaten health and safety or create either an unacceptable financial consequence or timing problem for operations. **BDDC**

## Planning and Evaluation

1. Board members will participate in establishing annual expectations and goals for the superintendent. **BA/CBG**
2. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback. **BBA/CBG**
3. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat. **BA**

## 4J School Board Working Agreements - 2021-2022

The Board of Directors is the educational policy making body for Eugene School District 4J. The Board is responsible to guide practices, processes, and programs with the goal of producing the highest educational achievement for all students. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team. To help the Board function together effectively and efficiently, the Board establishes Working Agreements that provide a set of guidelines, shared agreements and expectations and hold each other accountable to follow them.

These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

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Approved February 23, 2022



## PUBLIC HEARING

**Date**

January 18, 2023

**Title**

Conduct a Public Hearing Regarding the Renewal of the Public Charter School Contract with Network Charter School

**Presenter**

Casandra Kamens – Curriculum Admin & Charter School Liaison

**Background**

On October 28, 2022, Network Charter School submitted a letter requesting that the district renew their charter school contract. In accordance with ORS Chapter 338.065(4 & 5) and revised Board Policy LBE – Public Charter Schools, the board is scheduled to conduct a public on this renewal request at the January 18,2023 board meeting.

This public hearing is an opportunity for community members to address the board regarding the renewal of the Public Charter School Contract with Network Charter School.

There will be a total of 30 minutes of public comment and individual speakers are limited to 3 minutes and cannot give their time to another speaker.

# Network Charter School



## Administrative Staff:

Penny Studt  
Principal

Jon Kuhns-Obana  
Finance Director

Madison Martichuski  
Student Services  
Coordinator

Namoi Pincus  
Office Manager

## Board of Directors:

Molly Stafford, Chair  
Community Member

Lew Powell, Vice Chair  
Community Member

Roz Stein, Secretary  
Community Member

Chris Patterson,  
Treasurer  
Community Member

Matthew Palotti  
Teacher  
Representative

Kathryn Riordan  
Parent Representative

Josh Livie  
Community Member

Jackie Kendall  
Community Member

Sandra Ludeman  
Community Member

October 31, 2022

Attn: Maya Rabasa, Board Chair  
CC: Dr. Andy Dey, Superintendent  
200 N Monroe Street  
Eugene, OR 97401

Dear Maya Rabasa and Dr. Dey:

Network Charter School is about to celebrate its 20th Anniversary. Our charter was established in 2003. We are truly a celebration of network, community and a passion for learning. We are a diverse community of educators with authentic experience, and a network of small businesses, nonprofits and families, that carry out our mission with the support of the charter agreement established with the Eugene 4J School District.

Almost twenty years later we continue to serve as an intricate asset to the 4J portfolio. We share the privilege and responsibility to serve all students and have continued to demonstrate our commitment by providing a complex variety of study options and courses, offering hands-on, community-embedded classes rich with unique and rewarding learning opportunities. We offer a diverse catalog of curricular offerings including a certified Culinary CTE program and an in-credit-able recovery program. We additionally support our families by providing on-site counseling options, an ASPIRE mentor center and a Family Resource Center.

We are excited to continue our charter relationship with the Eugene 4J School District. Our charter contract term is set to expire on June 30, 2023. Per our existing contract, we would like to formally request a renewal of our charter contract; we additionally request that this renewal extend over the next 10 years; we are just as excited about the potential of celebrating 30 years as we are the reality that we're celebrating 20! Feel free to call or email me if you have any further questions.

Respectfully,

Penny Studt, M.Ed  
Principal, Network Charter School  
penny@networkcharterschool.net

314-708-3643 (cell)

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

**Date: November 16, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m. and a regular meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 14, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Maya Rabasa, Chair  
Gordon Lafer, Vice Chair  
Keerti Hasija Kauffman  
Alicia Hays  
Michelle Hsu  
Judy Newman  
Laural O'Rourke

**STAFF:**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff  
Lisa Fjordbeck, Executive Assistant / Department Operations Coordinator  
Debbie McKim, Executive Assistant / Board Secretary

**I. EXECUTIVE SESSION**

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f).

Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

**II. REGULAR BOARD MEETING**

**III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Rabasa called the regular meeting to order and noted that all Board members were present. Superintendent Dey led the Board members and the listening audience in the flag salute after which Chair Rabasa read the Land Acknowledgement.

**IV. AGENDA REVIEW**

Vice Chair Lafer proposed to add an item for action to address the complaint heard in the Executive Session. Ms. Hsu seconded the motion. **The motion passed 7:0.**

Ms. O'Rourke asked to add an item for information about **Board Policy BG/GBD** pertaining to staff communications with Board members. Alicia Hays seconded the motion. Ms. O'Rourke wanted to make sure the Board was doing their role correctly so they could support Superintendent Dey to do his role correctly. In response to a question from Mr. Lafer, Ms. O'Rourke said she expected this would be an initial conversation with more discussion later.

Chair Rabasa asked whether the Superintendent was prepared to discuss the item that evening. Superintendent Dey said he could have an initial discussion to learn what the topic would entail and return later with additional materials if needed.

Ms. Newman said that the new Working Agreements were on the agenda for a future date and wondered whether discussion of the policy in question might be included at that time.

Ms. Hays said that she would also be looking for clarity between working agreements and Board Policy.

Mr. Lafer wanted to defer the discussion to a later meeting so that staff could prepare and the Board could have a focused discussion.

Ms. O'Rourke withdrew her motion and would bring the topic up at the end of the meeting as a suggestion for an item for action a future meeting.

## **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Chair Rabasa introduced Superintendent Dey.

Dr. Dey focused his comments for the evening on the third foundational rock anchoring his work for the year: the safety and wellbeing of students and staff.

Dr. Dey shared that because of the many challenges the district was experiencing related to student support systems the decision had been made to temporarily redeploy skilled coaches, teachers on special assignments, and district administrators to elementary and middle school buildings. Buildings were identified to receive support teams following a review of data including: vacant positions, or high volumes of absences of adults in the building; student incident reports; and high numbers of students needing tier three interventions to successfully navigate their school day.

Dr. Dey continued that the support teams had reported to buildings to work with administrators and colleagues to identify what systemic supports would be most valuable for the challenges their individual schools were encountering. In addition, district administrators were working in buildings that had not received a support team to provide relief to building administrators so that they could focus on the important work of being an instructional leader.

Superintendent Dey added that the Department of Human Resources was processing new classified positions to ensure additional staff were in buildings as swiftly as possible, and newly hired educational assistants were receiving training in de-escalation strategies so that they felt confident and prepared to step in and successfully support students.

Dr. Dey was pleased to report that the district was partnering with Oregon Social Learning Center, Sexual Assault Support Services, the Rapid Response Team and Lines for Life, and the Jed Foundation to provide resources to staff and students and to strengthen prevention services.

In Dr. Dey's Friday memo from the week prior, he had shared that work to ensure safe and secure district schools and facilities was continuing. The district had been awarded nearly \$400,000 in competitive federal grant funding to review and update safety procedures. Initial steps included comprehensive assessments, the creation of an emergency operations plan, establishing secured and locked exteriors facilitated by the implementation of a visitor management system, along with restructuring, training and hiring additional certified campus safety monitors.

In coming years work would focus on prioritizing the next round of safety enhancements including video and communication system upgrades along with additional needs assessments of our campus safety team. The goal was to balance safety and security with welcoming and inclusive environments.

District staff would be embarking on the first round "stay interviews." Through a survey, staff would be asked to comment on aspects of their position that were rewarding and the areas where they could use support from leaders. Superintendent Dey and staff looked forward to identifying areas that would help continue to build a district where people felt heard, valued and supported.

Superintendent Dey concluded his comments by acknowledging that while most would find the upcoming holiday season a source of joy and togetherness, not all in the community would experience it in the same way. There were many for whom the holiday season brought additional stress and challenges. Students, families, and district staff might find themselves struggling with different burdens: financial and resource based; interpersonal strains; seasonal effects of the shortened daylight; or simply the weight of idealistic expectations. He continued that it was incumbent upon everyone to reach out and care for each other and to provide needed support.

## **VI. COMMENTS BY BOARD CHAIR**

This item was moved to Item XII.

## **VII. ITEMS RAISED BY THE AUDIENCE**

Chair Rabasa read the requirements for making public comment at a Board meeting, including whom to contact to submit a formal complaint.

Heather Millehrer-Huerta was an advocate for disabled students and spoke about the devastating effects of behaviorism and how it dehumanized students, particularly disabled students. Students were responding to dysregulation, not causing it. Ms. Millehrer-Huerta spoke of her concern that students were also being blamed for the issues in schools, not those who ran the schools, chose the curriculum and developed interventions. Schools were identifying students with disabilities and applying behaviorism instead of giving them an education.

Shawna Mustin did not think that students were safe in schools. Students were experiencing behavior issues and there was violence in schools. She wondered whether School Resource

Officers would help with some of the issues and free up other staff to attend to student issues. She also urged the district to deal with bullying more strongly. She had seen many bullying videos on social media.

Amanda Hvass promoted parent involvement and engagement at school. She shared about a group called Oregon Mom's Union which was a bipartisan group to provide statewide leadership for parent involvement and a student first education. Ms. Hvass found collaboration in her advocacy work, which was challenging but rewarding.

Marion Malcolm acknowledged that school had been challenging for those students who had never learned the rhythms and requirements of a school day. She was also concerned about staffing shortages. She hoped that hiring and clearing volunteers to be in buildings would be accelerated. Ms. Malcolm said that misbehavior was a cry for attention, understanding, help, and for safety. Listening was important for engaging education.

Steven Mayberry wished to speak about accommodations and modified diplomas. Mr. Mayberry said that lack of support and direction for students with learning disabilities often forced staff to put the student on a modified diploma to avoid credit deficiency. He urged parents to ask more questions when a modified diploma was suggested and support Ms. Millehrer-Huerta's comments.

#### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Chair Rabasa welcomed Seth Pfaefflin, President of MAPS (Managers, Administrators, Professionals and Supervisors). MAPS members believed in the mission and vision of the district and worked long hours to support the district and staff. Mr. Pfaefflin offered gratitude to members of Oregon School Employees Association and Eugene Education Association and asked the audience to write down the names of three people for whom they wanted to share gratitude and then to send them a note of thanks. Mr. Pfaefflin shared what he was grateful for especially the creativity and dedication of teachers and other building staff.

Sheila Waggoner, President of OSEA (Oregon School Employees Association) shared her celebration in ratifying a new contract with the school district. By approving the contract, the district was proving that they were listening to the needs of classified staff, which included a living wage and safety at the workplace. Ms. Waggoner thanked Board Member O'Rourke for attending chapter meetings and supporting the living wage.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Hasija-Kauffman had attended the Oregon School Boards Association Conference and found it educational. She congratulated Ms. Hays for being awarded 2020 Oregon School Board Member of the year. Ms. Hasija-Kauffman shared that public education was dropping in priority in the legislation and it would be important to speak about the need for quality education to overcome homelessness and violence. She was currently attending an education conference which was ninety-five percent women. Ms. Hasija-Kauffman wanted to ensure that children saw teachers who looked like them so that they could see themselves in that role in the future. Ms. Hasija-Kauffman thanked the Board for welcoming her into the community.

Ms. Newman was grateful to those who had made public comment and other Board Members for the issues that they raised so that together they could determine what skills and routines would

assist students and parents. The importance of education needed to be elevated. Ms. Newman had just returned from a civil rights trip to Alabama with other educational leaders and volunteers from Lane County. She had heard from current leaders in the civil rights movement. Her experience would have a lasting effect on her attempts to deepen her work to create community. Ms. Newman continued that the Eugene Education Foundation had met to review grant applications. She thanked those who had applied and the EEF Board for their work to support the community. She was also grateful that the OSEA contract had been approved.

Vice Chair Lafer was concerned that the district, like many in the nation, was in crisis. It was necessary for everyone to do the best they could with the resources available. Mr. Lafer appreciated the solutions that Superintendent Dey had proposed to alleviate issues such as safety and wellness at schools. He added that decisions would be made soon about the allocation of Student Success Act funds. He hoped that the bulk of it would be spent on supporting students with disabilities. Mr. Lafer asked what could be done to get volunteers back into the district as soon as possible with as little impact as possible to them. Mr. Lafer thanked district librarian Amy Page in advance for her presentation that evening and asked how funding for librarians would be made more equitable.

Ms. O'Rourke read from the website of the organization Lean In < <https://leanin.org/>>, a group that advocated for better public policies and a more equitable workplace. She read about racism and especially the issues that black women in the workplace experienced in spite of making amazing strides to lift up communities and to create and sustain social justice change. Ms. O'Rourke also quoted from Maya Angelou "Up from a path that is rooted in pain, I rise. We rise." Ms. O'Rourke said that the number of black women with bachelor's degrees had increased and many more were becoming entrepreneurs and chief executives. Eligible black women voted at high rates in spite of voter suppression. Ms. O'Rourke said that black women faced bias and systemic racism constantly and she was ready to fight for all groups who experienced racism. She thanked Ms. Newman for leaning in and asking how she could do better.

Ms. Hays thanked Ms. Millehrer-Huerta for her presentation and hoped to hear soon how funds would be allocated for the support of students with disabilities. Ms. Hays also thanked Ms. Hvass for her comments on ways to more fully involve parents. She said that it was important work, as was the work that staff were doing through "stay interviews." Ms. Hays had also attended the OSBA conference and enjoyed hearing from student bands. She had attended sessions on disrupted behavior, strategic planning and the role of Board members, and Superintendent Evaluations. She enjoyed meeting fellow Board members from across the state.

Chair Rabasa had also attended the OSBA conference and highlighted the keynote speaker Brandon Fleming who had written a memoir called *Miseducated*. Ms. Rabasa read quotes from Mr. Fleming's presentation including "When you teach you relay information, when you educate you empower." Ms. Rabasa had also attended the Ruby Bridges walk for *No Place for Hate*. She had heard a speech from Melanie Hicks about the impact of the work of Ruby Bridges. Chair Rabasa reported that her staff highlights at Board meetings had been well received. That evening, she highlighted Brian Hartman, Technology Support Specialist with nineteen years in the district. Mr. Hartman loved his work and had been a teacher and mentor for other staff members and was often called to help staff for whom technology was a challenge. Ms. Rabasa read from a letter of support for Mr. Hartman.

**X. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve 4J's Network Infrastructure  
Presenter: Steve Menachemson, Director of Technology
2. Approve Agreement with Oregon School Employees Association  
Presenter: Karen Hardin, Director of Human Resources
3. Approve Meeting Minutes from November 2, 2022

Chair Rabasa asked for a motion to approve the Consent Agenda. Mr. Lafer so moved and Ms. O'Rourke seconded the motion. **The motion passed 7:0.**

**XI. ITEMS FOR INFORMATION**

1. Equity Trainer Selection Process  
Presenters: Rob Hess, Chief of Staff and Collina Beard, Chief Administrative Services Officer.  
Mr. Hess introduced Mrs. Beard to share the process to select and hire an equity trainer.

Mrs. Beard said that the district had conducted an informal solicitation for an equity trainer and had received nine responses. Mrs. Beard added she would walk through what would be required of the board as they reviewed the proposals. State statutes outlined an evaluation process that gave equitable treatment to all the proposers. Mrs. Beard shared that the Board would be asked to maintain confidentiality until the issuance of a notice of intent to award. Discussion with others would not be permitted during the first phases because it might compromise the process.

Board members would be asked to independently review and ranked each proposal. Mrs. Beard asked the Board to direct any requests for additional information to her and she would share the answers with the whole Board.

Mrs. Beard asked the Board to read the documents she would be sending them thoroughly, and sign and date them, after which they would receive the proposals and ranking sheets. Mrs. Beard would sort the proposals by rank order and create a short list of the top three proposers to be interviewed. If the top ranking proposal was outstanding, an intent to award letter would be sent.

If an interview process occurred, the evaluation Committee would rank the proposers and award a contract to the highest.

Mrs. Beard said that the documents the Board would be receiving included references to the appropriate Oregon Revised Statutes, and she concluded by offering her support throughout the process.

Ms. O'Rourke thanked Mrs. Beard for her thorough explanation of the process.

Mr. Hess said that once the Board members signed the documents and returned them to Mrs. Beard, he would send them the proposers documents and scoring sheets.

Ms. Newman noticed that the scoring rubric had not changed as per her request. Mrs. Beard responded that the rating and ranking system had been sent as part of the solicitation

information, and to change them afterwards would not be fair to the proposers. Vendors would have created their proposals in response to the system presented. She offered that the goal was to find the best value. Board members could rank proposers based on their capacity to do the work. Ms. Newman asked for clarification that the Board could rank the proposers independently of how they scored on certain sections. Mrs. Beard added that during an interview the Board could ask the top three proposers to address certain issues to determine their capacity to fulfill the Board's contract.

Chair Rabasa clarified that the motion on November 2 to change the scoring had not passed. After confirming that there were not additional questions, Chair Rabasa thanked Mrs. Beard for her clear and informative presentation.

## 2. Library Pilot Update Presenter: Rob Hess

Mr. Hess introduced Amy Page, district librarian, to give an update on the Library Pilot. Amy thanked the Board for their support to create a pilot project to add teacher librarians in César Chávez, Bertha Holt and Howard Elementary Schools. Amy added that literacy skills and digital citizenship were important to teach at the elementary level and gave some information about the new teacher librarians at each school.

Amy then showed information indicating the increase in library circulation at the three schools and new curriculum being taught during twice-a-week visits to the library. Curriculum included focus on heritage and history months, databases and encyclopedias, computer science and coding, and writing a book. The year would end with a kick-off to the district summer reading program.

Amy continued with a description of different supports that would be required to make the pilot successful in the long term. They included providing an equitable library budget at each school, creating a library advisory committee, and creating pathways to "grow" librarians.

Amy asked the Board if they had any questions.

Ms. O'Rourke said she would love to include parents and students in the committee that Amy Page was asking to form.

Vice Chair Lafer acknowledged how much librarians helped students to find books that interested them and to make factual research. He added that the role had also changed in the twenty years since elementary schools had librarians.

Ms. Newman understood that Eugene Education Foundation would be allocating funds for books and wondered how the funding could be distributed equitably. Amy Page responded that Cesar Chavez had not started the pilot with a library culture and was in the most need for immediate funding. There was additional need for possible sources of funding. Superintendent Dey agreed that a meeting to determine equitable funding might be necessary.

Chair Rabasa thanked Amy for her presentation and to Board member Hsu for the time she spent advocating for school libraries.

## 3. SIA Progress Report

Presenter: Brooke Wagner, Assistant Superintendent of Instruction.  
Chair Rabasa introduced Ms. Wagner to make the report.

Ms. Wagner acknowledged staff across the district who worked to compile the quarterly Student Investment Account (SIA) report required by the Oregon Department of Education (ODE).

Ms. Wagner referred to information in the packet that showed that the district would not be sending any unspent funds back to the state, and would be using funds to support prevention services and expand funding for Oregon Social Learning Center, HOOTS, the Natives Program and to create new Affinity Groups.

Ms. Wagner continued that in the future, the Oregon Department of Education would be merging different sources of funding into the Integrated Guidance initiative. As the district moved in that direction, Ms. Wagner would report on engagement with staff and the community.

Dr. Dey commented that the future Integrated Guidance initiative would include SIA, Perkins, High School Success and other plans.

Ms. Wagner added that the district would be able to share more information about the success of investments in the nine areas for which the funds from Integrated Guidance would be used.

Ms. Wagner confirmed for Ms. Newman that the report she was making that evening was to summarize the end of the SIA Grant and more information could be found in prior quarterly reports. If the Board was interested in receiving details about any part of the funding, they could request more information.

Vice Chair Lafer asked what the plan would be to get input on spending future Integrated Guidance funding and to learn the success of prior funding allocations. Superintendent Dey said that the Board should have received detailed information on spending allocations, and would also be receiving information about the strategic plan development for Integrated Guidance.

Ms. Wagner confirmed that her team would be providing additional information in the future about the nine areas of focus.

#### 4. Board Working Agreements

Presenter: Maya Rabasa, Board Chair

Chair Rabasa considered the working agreements to be long. Many of the agreements were mandates such as policies and state laws. Ms. Rabasa reported that she had asked staff to review the working agreements from February 2022 and mark whether the items were policy, law, or actual working agreements.

In a document that Ms. Rabasa shared, working agreements designated in red were Board Policies; those in blue were mandated by Oregon statute and those in purple were a combination of statute and policy. Those remaining in black were actual working agreements. Ms. Rabasa hoped to make it clear to the board that many of their working agreements were mandated by policy or statute and only eleven out of the 53 were working agreements not mandated by policy or statute.

Chair Rabasa added that the work done by staff would allow the creation of a guideline for board policies that directly impacted the daily work of the Board. Ms. Rabasa thanked staff for their work on the document and asked that the Board take some time to review it.

Ms. Newman asked that the end product be easy-to-use.

Ms. O'Rourke suggested creating a handbook of important policies condensed to their main talking points. Onboarding needed to improve so that new Board members understood the gravity of their position and were also welcomed warmly.

Chair Rabasa agreed and said that it was important to understand which items were policies that needed to be followed or and which were actual working agreements.

## **XII. ITEMS FOR ACTION**

1. Approve Resolution on Measures to Address Safety and Disruption in Board Meetings  
Presenter: Andy Dey, Superintendent

Superintendent Dey said that the Resolution 2023-05 gave authority to the Board Chair to adjourn or reschedule a meeting that was being disrupted.

Vice Chair Lafer moved to approve Resolution 2023-05 on Measures to Address Safety and Disruption in Board Meetings. The motion was seconded by Ms. Newman.

Ms. O'Rourke moved to amend the title of the resolution to change the word "safety" to "public health". Ms. Newman seconded the motion to amend.

Vice Chair Lafer did not consider the measure a matter of public health and wondered whether there was a better word. Ms. Hays agreed that public health might be confusing if someone was doing a search for the resolution. Ms. Hasija-Kauffman suggested changing the word "safety" to "security." Ms. O'Rourke was amenable to Ms. Hasija-Kauffman's suggestion.

All were in favor of the amendment.

Chair Rabasa asked the Board to approve Resolution 2023-05 – Measures to Address Security and Disruption at Public Board Meetings. **The motion passed 7:0.**

2. Consider Voting on Oregon School Boards Association (OSBA) Election  
Prepared by: Rob Hess, Chief of Staff

Ms. Newman moved to approve the Oregon School Boards Association Legislative Priorities and Principals as presented by the OSBA Legislative Committee. Ms. Hasija-Kauffman seconded the motion.

**The motion passed 6:1** with Ms. Newman, Ms. Hsu, Ms. Hasija Kauffman, Vice Chair Lafer and Chair Rabasa voting yes, and Ms. O'Rourke voting no.

3. Take Action on a Complaint  
Presenter: Gordon Lafer

Vice Chair Lafer explained that there were three persons named in the complaint, which the Board had numbered 1, 2, and 3. Mr. Lafer moved to agree that the Board had no jurisdiction

over the complaints against person 1; to dismiss the complaints against person 2 and 3, and to commit to reviewing policies regarding safety and harassment in meetings; engage in anti-racist training and come to an agreement regarding how to deal with disruptive speech at meetings. There was no second.

After some initial discussion, Ms. O'Rourke moved to separate the complaints so that they could be discussed separately. In one motion, the Board would vote to agree that they had no jurisdiction over the complaint against person 1; and in the second motion, the board would vote to dismiss the complaint against persons 2 and 3, would commit to reviewing policies regarding safety and harassment in meetings, would engage in anti-racist training and would come to an agreement regarding how to deal with disruptive speech at meetings. Ms. Hasija-Kauffman seconded Ms. O'Rourke's motion.

**The motion to separate the complaint passed 5:2** with Ms. Hasija-Kauffman, Ms. O'Rourke, Ms. Hays, Ms. Newman, and Ms. Hsu voting yes, and Vice Chair Lafer and Chair Rabasa voting no.

**Motion 1**, which was to agree that the board had no jurisdiction over the complaint against Person 1 **passed 7:0**.

**Motion 2**, which was to agree to dismiss the complaints against Persons 2 and 3 and to review policies related to safety and freedom of speech **passed 6:1. Ms. O'Rourke was the dissenting vote.**

### **XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

#### **1. Superintendent Evaluation Goals**

Presenter: Andy Dey, Superintendent

Superintendent Dey referred to the information in the Board packet, including his proposed Superintendent Goals for evaluation in 2022-23. They read:

1. The Superintendent will increase district effectiveness through a re-organized infrastructure in order to better meet students' needs while increasing transparency for and accountability to the entire community.
2. The Superintendent, in partnership with the community, will create a new Strategic Plan that will guide the district's efforts over the next four years.
3. The Superintendent will work to ensure Organizational Decision Quality is foundational in the district's work to center equity in all decisions. Examples include but are not necessarily limited to:
  - a. Increase access to opportunities for neurodivergent students;
  - b. Changes to the schedule for secondary schools;
  - c. Equitable grading framework;
  - d. Robust multi-tiered systems of support for student mental health and wellbeing.

Dr. Dey continued by referring the Board to Board Policy CBG – Evaluation of the Superintendent, which required annual evaluation of the Superintendent, and actions to be taken in the event of an unsatisfactory evaluation.

Dr. Dey also referred to the goals set forth in the district's strategic plan Vision 20/20, upon which the Board would base their evaluation. They were:

- Goal I Educational Excellence with Equitable Access and Outcomes for Every Student
- Goal II Multiple Pathways to Student Success
- Goal III Communication and Connection with Community
- Goal IV Diverse World-Class Workforce
- Goal V Stable, Sustainable Stewardship

A sixth area of evaluation was under the general heading of "administrative performance."

Each Board member would complete the evaluation individually after which together they would discuss their findings in executive session. The Board Chair would share the findings with the Superintendent also in executive session. Finally, a report developed by Board Leadership on the outcomes of the annual evaluation would be shared with the community in a public meeting.

Dr. Dey and Chair Rabasa asked if there were any questions. There were none.

- 2. OSBA Anti-Racist Resolution  
Rob Hess, Chief of Staff

Chair Rabasa asked Mr. Hess to share the highlights of the Anti-Racist Board Resolution which was in the Board packet. Mr. Hess read from the resolution.

Ms. O'Rourke said she had asked that Black and Indigenous staff be added to the resolution. Mr. Hess said that he would add it.

Chair Rabasa thanked Rob for adding language regarding the work of the Color Caucus.

Ms. O'Rourke said that the Color Caucus did nothing to reduce racism at OSBA. It did not have an actual voice nor could the members of it make foundational change. Equity was not just a word, it represented real people and real work.

- 3. Eugene School Board Legislative Priorities  
Maya Rabasa, Board Chair

Chair Rabasa gave the floor to Ms. Newman who shared a draft document to be voted on in advance of the legislative breakfast on January 6, 2023.

Vice Chair Lafer and Chair Rabasa thanked Ms. Newman for the work to prepare the document.

- 4. Return to In-Person Meetings  
Maya Rabasa, Board Chair

Chair Rabasa shared a proposal to return to hybrid meetings. Equity would be applied to the action and no one would be penalized for the manner in which they attended meetings.

There was no discussion.

#### **XIV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

Chair Rabasa solicited items to be considered for action at a future meeting.

Ms. O'Rourke asked to review Board Policies BG/GBD and BBAA related to Board communication with staff. Ms. Newman and Ms. Hays agreed to put it on the Leadership agenda.

Mr. Lafer asked Ms. O'Rourke what her concerns were about the current policies. Ms. O'Rourke responded that the item had been approved for discussion at Leadership and she had already shared her concerns earlier in the meeting. She said that further conversation should happen at the Leadership meeting. In response to Chair Rabasa, Ms. O'Rourke said she wanted people to understand their roles.

Ms. O'Rourke called for a point of order and asked Chair Rabasa to take over the meeting and move on. She considered Chair Rabasa's action to be retaliation.

Chair Rabasa said that Mr. Lafer had not violated any rules.

After additional discussion between Ms. O'Rourke and Chair Rabasa, Chair Rabasa declared that the meeting was adjourned.

**1. 2022–23 Board Meeting Calendar:**

**AUGUST 2022:** ~~Wednesday, August 3 and Wednesday, August 17~~

**SEPTEMBER:** ~~Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

**OCTOBER:** ~~Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat~~

**NOVEMBER:** ~~Wednesday, November 2, Wednesday, November 16~~

**DECEMBER:** ~~Wednesday, December 7, and Wednesday, December 14~~

**JANUARY 2023:** ~~Wednesday, January 18~~

**FEBRUARY:** ~~Wednesday, February 1 and Wednesday, February 15~~

**MARCH:** ~~Wednesday, March 1 and Wednesday, March 15~~

**APRIL:** ~~Wednesday, April 19~~

**MAY:** ~~Wednesday, May 3 and Wednesday, May 17~~

**JUNE:** ~~Wednesday, June 7 and Wednesday, June 21~~

**XV. ADJOURN**

Chair Rabasa adjourned the meeting at 10:11 p.m.

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Andy Dey  
District Clerk

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Maya Rabasa  
Board Chair

*(Recorded by Eliza Drummond)*

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

**Date: December 7, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:45 p.m., a regular meeting at 7:00 p.m., and an executive session immediately following via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on December 2, 2022.

**ROLL CALL**

**BOARD MEMBERS**

Maya Rabasa, Chair  
Gordon Lafer, Vice Chair  
Keerti Hasija Kauffman (*absent*)  
Alicia Hays  
Michelle Hsu  
Judy Newman  
Laural O'Rourke (*absent*)

**STAFF**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff  
Jenna McCulley, Director of Communications  
Lisa Fjordbeck, Executive Assistant / Department Operations Coordinator  
Eliza Drummond, Minutes Recorder  
Kyle Tucker, Chief Operations Officer for Facilities

**STUDENT BOARD REPRESENTATIVES**

Batafing Soumano, Emily Shaver	Churchill High School
Hope Beckner	ECCO
Ren Washington	Eugene Online Academy
Mellanie Mack, Grant Gamble	International High School
Jasmine Karr, Parker Anderson	North Eugene High School
Carmen Gonzalez Valle, Chazifer Mills	Sheldon High School
Rory Young, Jasmin Darmadi	South Eugene High School

**EMPLOYEE ASSOCIATIONS**

Sabrina Gordon, President, Eugene Education Association EEA

**MEDIA**

KRVM, Register Guard

**I. WORK SESSION**

The board held a work session to welcome and onboard the Student Board Representatives.

## II. REGULAR BOARD MEETING

### III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Rabasa called the regular meeting to order at 7:02 p.m. and noted that all Board members were present. Superintendent Dey led the Board members and the listening audience in the flag salute after which Chair Rabasa read the Land Acknowledgement.

### IV. AGENDA REVIEW

Vice Chair Lafer moved to add an item for action to adopt a rule from Robert's Rules of Order that was not typically used by the Board and which pertained to how often a board member could speak on any item. Ms. Hsu seconded the motion.

Vice Chair Lafer said the Board operated under Robert's Rules of Order for small boards. Leadership had discussed incorporating rules that were used by larger boards including limiting the amount of times that a board member could speak.

Ms. Hays was willing to discuss the issue at the meeting that evening but asked to take action at a future meeting. She felt it was important to have the full board present for final action on the item. Mr. Lafer agreed to Ms. Hays' friendly amendment to add the issue to Section XIV: Items for Action at a Future Meeting.

Chair Rabasa called the question. **The motion passed 5:0.** Ms. Hasija Kauffman and Ms. O'Rourke were absent.

### V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Chair Rabasa welcomed Superintendent Dey to give his report.

Superintendent Dey related that it was wonderful to see the student board representatives that evening.

He shared that the prior week marked the end of the first trimester for secondary schools and he commended all the work that students and staff had accomplished. Mr. Dey was also grateful to have spent more time in schools. He had sat in on a fourth-grade class that was learning about the heart using the new Wit and Wisdom curriculum. He had also attended a "Socratic Circle" and heard students discuss a book they were reading about a boy who loved poetry. His observations further underscored the important work of Teachers on Special Assignment who support their colleagues to implement creative lessons and thoughtful materials.

Dr. Dey had also attended River Road/ El Camino del Rio Elementary School and Kelly Middle School that morning.

Superintendent Dey added that there was much to celebrate as student athletes and student musicians celebrated wins at the state level in band, swimming, volleyball and football. In

particular, he mentioned that the Sheldon High School volleyball team had won their first state playoff in school history. Teams would be formally recognized at upcoming board meetings. He encouraged anyone listening to attend school events.

Dr. Dey reported that district staff had rolled out the first of two feedback surveys earlier in the week. He considered it a critical first step in engaging Team Eugene colleagues to shape the culture that reflected shared values. The input received would help inform next steps on thoughtful conversations about the future of the system.

Superintendent Dey ended his comments by sharing that during the month of November, school buildings welcomed more than 680 volunteers who donated more than 10,400 hours. He considered their investment in the success of district students was a tangible demonstration of the commitment of the community to its students, and he thanked all those who donated their time and talents. He expressed his gratitude for their support.

#### **VI. COMMENTS BY BOARD CHAIR**

This item was moved to Item X – Comments and Committee Reports by Individual Board Members.

#### **VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Chair Rabasa welcomed high school representatives to the board meeting and asked each student to introduce themselves. In attendance were Batafing Soumano and Emily Shaver from Churchill High School; Hope Beckner from Early College and Career Options (ECCO); Ren Washington from Eugene Online Academy (EOA); Mellanie Mack from International High School (IHS); Jasmine Karr and Parker Anderson from North Eugene High School; Carmen Gonzalez Valle, Chazifer Mills, and Grant Gamble from Sheldon High School; and Rory Young and Jasmin Darmadi from South Eugene High School. Chair Rabasa swore the students in as a group. Chair Rabasa said that she did not expect the students to give a report that evening, but asked them to introduce themselves. Each student gave their name and which school they attended.

Chair Rabasa asked the students to join the discussion at any time during the meeting. She had clarified earlier in the introductions that student representatives have all the privileges of regular board members, except they could not vote.

#### **VIII. ITEMS RAISED BY THE AUDIENCE**

Chair Rabasa read the requirements for making public comment at a Board meeting, including whom to contact to submit a formal complaint.

Heather Millehrer-Huerta believed the district was in a behavior and mental health crisis. She asked the district to shift towards a relational lens and problem-solving. She said that a child should not need a diagnosis to access the supports they needed. Children were not their behaviors. Heather did not believe in the PBIS system and was looking forward to further conversations in pursuit of genuine change. Ms. Millehrer-Huerta added that you could not fix the problem by using more of what was causing the problem.

Larry Lewin thanked the Board and superintendent for the positive changes made by adding librarians, equity policies, new contracts with employee groups, student mental health supports and revising school schedules. Larry commented on an article that had appeared in the Eugene Weekly about praise for summer school programs. He asked what the district had learned from the successes of summer school that it could apply to classes during the regular school year. He suggested an approach to learning where students and teachers could have meaningful opportunities for engagement and care during the day.

Ericka Thessen said that parents wanted what was best for their students in school and in life. She gave examples of ways that parents could be involved in their children's school experience. She emphasized that one student's success did not come at the cost of another's. Ms. Thessen urged against the return of school resource officers as they did not serve those with behavioral needs. Ms. Thessen spoke against the Oregon Mom's Union and claimed that it was a conservative group that was anti-LGBTQ+, anti-sexual education, and against fact-based history teaching. She summarized that a rising tide lifted all boats.

Roscoe Caron thanked the Board members, Superintendent Dey and Chief of Staff Rob Hess for their hard work and for pursuing humane and engaging ways to experience education. He said that district and state-mandated micro-management robbed teachers of their ability to develop engaging lessons. He asked district leaders to take the lead in removing time-consuming impediments to creative teaching.

#### **IX. COMMENTS BY EMPLOYEE GROUPS**

Chair Rabasa welcomed Sabrina Gordon, President of Eugene Education Association (EEA). Ms. Gordon welcomed the students and looked forward to hearing their reports, thoughts and opinions on upcoming issues. Ms. Gordon said that resources were falling short of the needs of students. She thanked the district for its quick response, but was concerned that the plan was rolled out too quickly and did not have enough educator voice. She looked forward to better communication and better coordination of efforts. Ms. Gordon pointed out the ways in which staff could support each other through listening and by understanding they could count on each other. She looked forward to applying what had been learned to other issues as they arose.

#### **X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Newman reported that the Eugene Education Foundation (EEF) had awarded over \$200,000 in regular grants and \$22,000 in urgent needs supports. The regular grants were for equitable access and quality education for all students with hopes to spark a love of learning. Awards would be used for marine biology field trips, library books in Spanish, photography equipment, attending the Symphony, adaptive equipment and sensory materials, and musical instruments. Ms. Newman thanked EEF board members and staff who reviewed all the applications. Ms. Newman shared that Ms. Dana Fleming, Executive Director for the last eight years would be leaving for a new role at the Eugene Public Library Foundation. Ms. Newman also reported that the Mental Health Committee had met to discuss expanding and enhancing mental health and social and emotional support for students. She thanked fellow Board member Laural O'Rourke for being a catalyst for the group. Ms. Newman finished by sharing that the Legislative Priority Committee would be meeting with employee groups to discuss common goals for legislative action.

Vice Chair Lafer also welcomed the student representatives and encouraged them to be bold in their comments of what they felt needed improving. Mr. Lafer reported that the new school schedule would provide more time for electives, CTE, community partnership, and support time. He said the change would happen slowly. The district needed to give back to teachers the gift of time and respect so that they could work collaboratively on new and engaging classes. He hoped that in upcoming discussion, funds would be set aside for time to plan.

Ms. Hsu welcomed the students. She fully understood that the decisions the Board made impacted students and wanted to hear from them what they would like to change. Ms. Hsu had also attended the Mental Health Committee meeting and was looking forward to creating new program that would support the entire community in addressing the issues. Ms. Hsu also attended the Equity Committee meeting and was happy to share that there was a new neurodivergent affinity group. The group was supporting awareness and community. She said the next meeting of the LGBTQ+ group would be December 14 from 6-7:30 p.m. in the Sheldon Library. Ms. Hsu added that there would be a showing of the Upstanders on December 9 from 6-8 p.m. at the Campbell Center and the Eugene Public Library would host a Queer Eugene Teen time on Saturday, December 10<sup>th</sup> from 2-4 p.m. Ms. Hsu spoke positively about district media specialists.

Ms. Hays had not attended any committee meetings. She welcomed the student representatives and shared how the voices of students in prior years had positively impacted her decisions. Ms. Hays had emailed her student and gotten a response already. Ms. Hays would be visiting a high school library the next day and was looking forward to be reminded why she was a board member. Ms. Hays thanked Superintendent Dey for sharing information about the volunteers.

Chair Rabasa was thrilled that the day had arrived when students board representatives were once again sharing their valuable expertise. She had attended a listening session with licensed staff. Hearing directly from those who worked with students offered a learning opportunity. She expressed her appreciation for Cal Young Middle School Educational Assistant Anna Boyd. Ms. Rabasa shared that Anna and teachers at Cal Young would be starting a writer-in-residence program with the goal that every student felt like a writer. Ms. Rabasa said that Anna had been working in the district for thirteen years, and ten years at Cal Young. Anna was the first person students saw in the morning and the last person they saw before heading home.

#### **XI. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Proposed Superintendent Goals for 2022-23 Evaluation.

Vice Chair Lafer moved to adopt the consent agenda. Ms. Newman seconded the motion, **which passed 5:0**. Ms. O'Rourke and Ms. Hasija Kauffman were absent.

#### **XII. ITEMS FOR INFORMATION**

There were no items for information.

#### **XIII. ITEMS FOR ACTION**

1. Approve Revisions to Board Policy KL – Public Complaints  
Presenter: Rob Hess, Chief of Staff

Vice Chair Lafer moved, and Ms. Hsu seconded the motion to approve the revisions to Board Policy KL – Public Complaints.

Ms. Newman asked why the timeline for making a complaint had been removed. Mr. Hess referred to the board packet and explained that staff had used the Equity Lens when making revisions to increase access, transparency and clarity. Staff had added racial harassment as a complaint type based on Board Policy ACC – Racial Harassment, approved in March 2022. Staff had removed limitations for complaints based on when they were filed. Mr. Hess added that the administrative regulations were organized by complaint type.

Mr. Hess showed the language regarding timelines that had been removed. He said that complaints that happened in the past still warranted reviewing and often had merit.

Ms. Hays asked whether the policy had been reviewed by legal counsel. Mr. Hess responded that the most recent changes had not been vetted, but inhouse counsel had reviewed the prior versions. Ms. Hays wanted to make sure that all the rules regarding complaints were being followed. There were no additional questions or discussion.

Chair Rabasa called for the vote to approve revisions to Board Policy KL – Public Complaints.  
**The motion passed 5:0.**

2. Approve Transition to In-person or Hybrid Meetings  
Prepared by: Rob Hess, Chief of Staff

Vice Chair Lafer moved that the Board transition to hybrid meetings starting with the December 14, 2022 meeting. Ms. Hays seconded the motion.

Ms. Hays appreciated the thought that went into the plan to have hybrid meetings. She understood that there might be some glitches as staff transitioned to a partial in-person meeting.

Ms. Hsu added that since technology existed to have hybrid meetings, she saw no reason not to move forward with the plan.

**The motion to transition to hybrid meetings passed 5:0.**

3. Approve Budget Committee Finalists  
Presenter: Rob Hess, Chief of Staff

Chair Rabasa asked Mr. Hess to guide the Board through the process. Mr. Hess reported that the Board members present would each vote for five applicants for the one open spot on the Budget Committee. He reminded the Board that the other open position had been filled with a nomination made by the Equity Committee, Eric Richardson. After as many rounds of votes were needed, the Board would move forward four finalists to be interviewed in person at the next meeting, after which the Board would appoint the new committee member.

Chair Rabasa asked for a motion to appoint Eric Richardson, the nomination by the Equity Committee for the first open position on the Budget Committee. She explained that recent legislation, Senate Bill 732, mandated that there be a committee member who was also a member of the newly created Equity Committee to act as liaison.

Vice Chair Lafer moved to appoint Eric Richardson to the Budget Committee. Ms. Hays seconded the motion. **The motion passed 5:0.**

Chair Rabasa asked Mr. Hess to assist in appointing five finalists for the second open position on the Budget Committee. He asked each Board member to name five applicants.

After the first round of voting, Dakota Boulette had received 5 votes; Jensina Hawkins-4; Andrew Kalloch-4; Juan Carlos Valle Lopez-3; and Brooke Stehley-3. Martha Baldwin received 2 votes, Jennifer Adams, Rory Everitt, Greg Graziano, and Daniel Lombardi each received 1 vote, and Daniel McDiarmid, Courtney Salic, Harry Sanger, and Stephen Schilling received zero votes.

Name of Candidate						Totals
Dakota Boulette	1	1	1	1	1	5
Jensina Hawkins	1		1	1	1	4
Andrew Kalloch	1		1	1	1	4
Juan Carlos Valle Lopez	1	1			1	3
Brooke Stehley		1	1	1		3
	<b>Alicia Hays</b>	<b>Maya Rabasa</b>	<b>Gordon Lafer</b>	<b>Michelle Hsu</b>	<b>Judy Newman</b>	
Jennifer Adams	1					1
Martha Baldwin		1			1	2
Rory Everitt				1		1
Greg Graziano			1			1
Daniel Lombardi		1				1
Daniel McDiarmid						0
Courtney Salic						0
Harry Sanger						0
Stephen Schilling						0

Vice Chair Lafer wondered whether the Board would want to move forward with appointing Mr. Boulette since all the Board members present had voted for him. Ms. Newman wanted to move forward with interviews but would consider interviewing the top five applicants, instead of four, as Mr. Hess suggested.

Ms. Hsu also wanted to nominate Mr. Boulette that evening, considering he had been on the Budget Committee. Chair Rabasa agreed.

Ms. Hays said that the agenda had not included voting that evening, and two Board members who were absent might have attended if they had known a final vote was on the agenda. Ms. Hsu hoped that all Board members would attend the next meeting.

After additional discussion it was agreed that the top five candidates—Dakota Boulette, Jensina Hawkins, Andrew Kalloch, Juan Carlos Valle Lopez, and Brooke Stehley would be invited to interview at the meeting on December 14, 2022 for the remaining open position.

#### **XIV. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Approve Board Policy GBEA – Workplace Harassment

Presenter: Rob Hess, Chief of Staff

Mr. Hess said that the Board Policy GBEA was required by House Bill 3041, which modified Oregon’s definition of sexual orientation and added a definition for gender identity. Additional changes to Oregon Revised Statute also warranted the creation of this new board policy.

Mr. Hess said that the new policy language was recommended by Oregon School Boards Association. Chair Rabasa clarified that if the Board did not approve the recommended language, district staff would need to write the policy. Mr. Hess added that if the Policy was approved, workplace harassment would also be added to the administrative regulation regarding complaints, however the Board would not need to take additional action on Board Policy KL and KL-AR which had been approved earlier that evening.

Superintendent Dey asked the Board to read the policy and he would respond to any questions in the Friday Memo.

Mr. Hess confirmed for Vice Chair Lafer that the policy was created as a result of House Bill 3041 which was enrolled in December 2021. The board would vote on it as part of the consent agenda on December 14, 2022.

2. Discuss Having a Parliamentarian at Board Meetings

Rob Hess, Chief of Staff

Mr. Hess provided information in the board packet to assist the Board in making a decision whether they wanted to have a parliamentarian attend board meetings to ensure that Robert’s Rules of Order were being observed.

Ms. Newman thought that a neutral person might help meetings run more smoothly. She added that the faculty of the University of Oregon had a parliamentarian. She was in favor of pursuing it. Vice Chair Lafer was in favor of the idea but wanted to know the cost. He added that he would welcome having someone who could advise the Board Chair as issues arose. Mr. Hess said the cost would depend on the scope of the position and the presiding Chair would choose whom they wanted to work with.

Ms. Hsu suggested that the Board receive additional training in how to run smoother meetings and to agree on clear guidelines.

Chair Rabasa said that she wanted to know how much a parliamentarian would cost and wanted to receive training on implementing smoother meetings. She added that approving Board working agreements was important. If the Board had a shared understanding of how meetings should proceed, they could support each other.

Ms. Newman remembered that in the past, inhouse counsel helped to maintain order at meetings.

Chair Rabasa said that there were seven differences between Robert's Rules of Order for small boards and for regular boards. She asked staff to provide those differences in a Friday Memo so that when the Board revisited the item at the next meeting, they would have information to make a responsible choice.

Ms. Hays hoped that the Board would allow each other grace at meetings to take a pause when needed to get clarification on the rules.

Chair Rabasa reported that Mr. Hess had offered to assist with parliamentary procedures if necessary. She said that the Board would revisit the topic at the next meeting.

3. Discuss Adoption of Regular Rules for Board Discussion

Presenter: Vice Chair Gordon Lafer

Vice Chair Lafer said that the regular rules for discussion at board meetings were to allow each board member to speak only twice before voting unless there was a vote to extend discussion. The Eugene School District Board operated under small board rules, which did not have the same rule.

Mr. Lafer was looking for ways to shorten discussion and make meetings more manageable.

Ms. Newman said she had not known until recently that there were two sets of rules and wondered what was the purpose of rules for small boards. She asked Mr. Hess to provide more information.

Chair Rabasa said that boards were considered small if they had twelve or less members. She understood that Robert's Rules allowed for organizations to create their own exceptions in the form of agreements that superceded Robert's Rules.

Ms. Hays suggested that if the Board agreed to the suggested topic, there would be more time for students to share their views.

Vice Chair Lafer remembered that there were already items for which the Board used the regular Robert's Rules of Order.

Ms. Hsu hoped that everyone could get their point across after speaking twice.

Chair Rabasa shared that the topic would be discussed at a future meeting.

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

Chair Rabasa reminded the Board that the next regular meeting would be on December 14, 2022 and solicited items to be considered for action at a future meeting.

Superintendent Dey reminded the Board they would have an executive meeting immediately following the current meeting.

Chair Rabasa asked for an item regarding harassment based on different types of identity to be added to the agenda at a future meeting. She wanted to make sure that ableism, transphobia and homophobia, and other issues were covered. There was enough support to discuss the item at a Leadership meeting. Meeting notes would be shared with the Board.

1. **2022–23 Board Meeting Calendar:**

**AUGUST 2022:** ~~Wednesday, August 3 and Wednesday, August 17~~

**SEPTEMBER:** ~~Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

**OCTOBER:** ~~Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat~~

**NOVEMBER:** ~~Wednesday, November 2, Wednesday, November 16~~

**DECEMBER:** Wednesday, December 7, and Wednesday, December 14

**JANUARY 2023:** Wednesday, January 18

**FEBRUARY:** Wednesday, February 1 and Wednesday, February 15

**MARCH:** Wednesday, March 1 and Wednesday, March 15

**APRIL:** Wednesday, April 19

**MAY:** Wednesday, May 3 and Wednesday, May 17

**JUNE:** Wednesday, June 7 and Wednesday, June 21

**XV. ADJOURN**

Chair Rabasa adjourned the meeting at 9:01 p.m. and asked the Board to reconvene for executive session at 9:10 p.m.

**XVI. EXECUTIVE SESSION**

At 9:10 p.m. the Board convened in executive session to conduct deliberations with persons designated by the governing body to negotiate real property transactions, pursuant to ORS 192.660 (2)(e).

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Andy Dey  
District Clerk

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Maya Rabasa  
Board Chair

*(Recorded by Eliza Drummond)*

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

**Date: December 14, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 4:45 p.m., a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on December 9, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Maya Rabasa, Chair  
Gordon Lafer, Vice Chair  
Keerti Hasija Kauffman  
Alicia Hays  
Michelle Hsu  
Judy Newman  
Laural O'Rourke

**STAFF:**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff  
Jenna McCulley, Director of Communications  
Steve Menachemson, Director of Technology  
Eliza Drummond, Minutes Recorder

**STUDENTS:**

Grant Gamble, Sheldon High School

**MEDIA:**

KRVM, The Register-Guard

**GUESTS:**

Judy Snyder, Attorney

**I. EXECUTIVE SESSION**

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2) (f).

Executive sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

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

## **II. WORK SESSION**

The Board held a work session to interview the following five finalists for the open position on the Budget Committee: Dakota Boulette; Jensina Hawkins; Andrew Kalloch; Juan Carlos Valle Lopez; and Brooke Stehley.

Later in the meeting the board would vote to appoint one candidate.

## **II. REGULAR BOARD MEETING**

### **IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Rabasa called the regular meeting to order at 7:00 p.m. All Board members were present in-person or via video conference. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

### **V. AGENDA REVIEW**

Board Chair Rabasa asked whether there were any changes to the agenda. Ms. O'Rourke asked the minutes from November 16 be pulled from the Consent Agenda.

Vice Chair Lafer asked to add an item for action with regard to the executive session earlier that evening. There were no objections to adding the item.

Vice Chair Lafer asked to add an item for information regarding opting out of state testing. There was no objection.

### **VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Chair Rabasa welcomed Superintendent Dey to give a report. Superintendent Dey appreciated the many long hours that the Board had given to the district's work. He hoped that staff would spend time with family and friends and that those who were working over the winter break would have uninterrupted time to catch up on projects.

Superintendent Dey recognized that the holidays were stressful for many. He urged people to reach out if they needed care. He offered his best wishes and looked forward to seeing everyone in the new year with the promise of new opportunities and sunshine ahead.

### **VII. ITEMS RAISED BY THE AUDIENCE**

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Penny Studt, Principal of Network Charter School, offered information about the community organizations that supported the charter school, including Nearby Nature, Heartwise, and the Materials Exchange Center (MECCA). Ms. Studt added that students could also be part of a culinary arts program that prepared them to enter Lane Community College's Culinary Arts Program. She added that there would be a community feast at the school at the end of that week. Ms. Studt thanked the Board for their time.

Denise Velasco had taught many courses at Network Charter School where she was also the guidance counselor. She had worked at the school for eighteen years. Ms. Velasco named the many issues for which she provided counseling. She added that there was a food pantry and family resource center and highlighted the holiday boutique. Ms. Velasco also shared information about the Outdoor Credit Recovery Adventure Program which allowed students to earn credit in an outdoor setting. She added the mental health benefits that the course provided, and was concerned that the program had recently lost grant funds.

Cohen Gilbert-Morgan had been a Network Charter School since it reopened after the pandemic. Cohen was excited to rebuild community with other students and to be able to earn credit through the Outdoor Credit Recovery Adventure Program. Cohen shared more information about the feasts that were prepared by the culinary program students and which happened before every break. Students had earned awards from the Chef's Night Out Event.

Tovah Gilbert-Morgan shared how proud she was of her son. She was grateful for the school and the transformations, engagement and trust that occurred at Network Charter School. Ms. Gilbert-Morgan reported that students claimed that the school had changed their lives and she concurred. Ms. Gilbert-Morgan thanked the Board for their support of the school.

Harry Sanger said that society had been moving towards an us versus them structure. He was being labeled a "them" and was being oppressed by procedural abuses. Mr. Sanger added that the Board was defining everything through an oppressor and oppressed lens and then leveraging victimhood. He wished to see a reinvigorated collaborative spirit and mentioned the Oregon Mom's Union as a supportive organization. He wanted more MLK and less BLM.

#### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Chair Rabasa reported that there were no employee group representatives present that evening.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Hays thanked the Budget Committee applicants and appreciated the questions they asked of the Board. Ms. Hays was on the Charter School Committee that helped review Network Charter School and had attended its gift boutique program. She felt very positively about the school. Ms. Hays had attended the South Eugene Dinner Theater and had also visited the library, where she learned more about teacher librarians. She hoped to get an update on how the librarian pilot program was going.

Ms. Hsu thanked all those who made comments and were eager to ensure accountability and community input. Michelle welcomed Grant Gamble, student representative, to the meeting and

added that she was excited to meet her student representatives and looked forward to them joining the board in January.

Ms. Hasija Kauffman also welcomed the student representatives and looked forward to seeing them at meetings. She said that recent conversations with representatives from districts across the country showed how many were struggling with similar issues, including time for professional development, district communications, rollout of curriculum, and school scheduling. Ms. Hasija Kauffman added that everyone needed to create a system that helped children to become well-adjusted adults.

Ms. Newman welcomed the student representatives and looked forward hearing more from them. Ms. Newman had assisted with mock interviews of tenth graders at North Eugene High School. She was impressed with how prepared the students were and appreciated the one-on-one time with them. Ms. Newman had also spent time with representatives from each of the employee groups in advance of the Legislative Breakfast that would be in January. Ms. Newman expressed her gratitude for a community that supported public education. She thanked staff, parents, students, and voters for their support of children. She wished everyone a restful break.

Vice Chair Lafer thanked those who had expressed their support for Network Charter School and hoped to learn how the successes of that school could be integrated into other 4J schools. Mr. Lafer thanked Mr. Hess for being willing to update the Board with information on standardized testing. Mr. Lafer shared his thoughts on how testing and state standards were affecting good and engaging teaching and that they were not successful to their original mission of closing the achievement gap. He shared a website where families could express their thoughts on the effectiveness of standardized testing <[Ode.waiverfeedback@ode.oregon.gov](mailto:Ode.waiverfeedback@ode.oregon.gov)>.

Ms. O'Rourke said that at the November 16 board meeting decided not to investigate a complaint she had made. She questioned why the board would not follow its own policies and also state law. Ms. O'Rourke added that she was excited about the work that Network Charter School was engaging with students. She explained the struggles she had to ensure that her children got a good education. She believed Network Charter School supported students and helped them to learn their value and worth as human beings. She gave a personal testimony to the success of the school.

Chair Rabasa had been a former Network Charter School teacher, parent and board member. She was encouraged to hear so much support from the community and fellow board member Laural O'Rourke and especially to Cohen Gilbert-Morgan. Ms. Rabasa continued by highlighting staff member Brenda Narayan-Wold, counselor at Kelly Middle School. Chair Rabasa quoted Brenda's fellow colleagues who shared her ability to connect with students their families.

## **X. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Enrolling Out-of-District Students in 2022–23 (Interdistrict Transfers)  
Presenter: Andy Dey, Superintendent
2. Approve Board Policy GBEA – Workplace Harassment  
Presenter: Rob Hess, Chief of Staff

3. Approve Routine Personnel Actions  
Presenter: Karen Hardin, Director of Human Resources
4. Approve Minutes from the Board Meeting November 16, 2022  
Presenter: Andy Dey, Superintendent
5. Approve Resolution 2023-06 Urging the Oregon School Boards Association to Diversify its Workforce  
Presenter: Rob Hess, Chief of Staff

Ms. O'Rourke asked that Item Number 4: Approve Minutes from the Board Meeting November 16, 2022 be pulled from the consent agenda. Mr. Lafer moved to approve the revised consent agenda and Ms. Newman seconded the motion. **The motion passed 7:0 with all Board members voting in the affirmative.**

Ms. O'Rourke made a motion for staff to revise the minutes from November 16, 2022 to accurately reflect the ending of the meeting. Ms. Hays seconded the motion.

Ms. Hays asked for staff to listen again to the end of the meeting and capture more accurately what transpired.

Vice Chair Lafer supported a determination whether Roberts Rules of Order were violated, but did not support asking staff to characterize what the disagreement was about. Ms. O'Rourke said her motion was to have staff accurately portray what happened during the meeting.

Ms. Hasija Kauffman supported the original motion.

Ms. Hays gave some suggestions to portray the abrupt end of the meeting.

Superintendent Dey agreed that staff could revise the minutes to reflect the confusion at the end of the meeting without editorializing.

Chair Rabasa agreed that it was the board's responsibility to approve accurate minutes. Ms. Rabasa called for the question. The motion to revise the minutes from November 16, 2022 to accurately reflect the ending of the meeting. **The motion passed 6:1** with Chair Rabasa, Ms. Newman, Ms. O'Rourke, Ms. Hsu, Ms. Hays, and Ms. Hasija-Kauffman voting yes and Vice Chair Lafer voting nay.

## **XI. ITEMS FOR INFORMATION**

1. Receive Information Regarding a Waiver to Standardized Testing  
Presenter: Rob Hess, Chief of Staff

Rob Hess reported that Governor Brown had recently signed into law Senate Bill 1583 which required that the Department of Education ensure that standardized summative assessments were administered in school to the minimum extent practicable while still appropriately and effectively assessing the academic achievement of the students of the state of Oregon.

Part of the waiver request would come in the form of public feedback. Mr. Hess said that the public could use the email address that Mr. Lafer had already shared:  
<[Ode.waiverfeedback@ode.oregon.gov](mailto:Ode.waiverfeedback@ode.oregon.gov)>.

In response to questions from Ms. Newman and Chair Rabasa, Mr. Hess confirmed that the public comment would be part of the waiver that would be submitted, and feedback needed to be submitted by December 31, 2022.

2. Receive Quarterly Financial Report as of September 30, 2022  
Presenters: Matt Brown, Director of Financial Services and Jill Cuadros, Interim Director of Nutrition Services.

Mr. Brown referred to the quarterly financial report in the packet and asked whether the board had any questions.

Chair Rabasa welcomed Mr. Brown to the district. In response to a question by Ms. Newman, Mr. Brown confirmed that the report in January 2023 would be a more accurate representation of funds spent.

Ms. Hays asked for detail on funds 280 and 290-School Resources Funds, which showed overbudget by 16%. Mr. Brown said that there had been a lot of fluctuations for salaries in spending at the beginning of the year, but he was confident that it would even out at the end of the year.

Ms. O'Rourke asked whether Mr. Brown had any concerns he wanted to share with the board. Mr. Brown responded that he had experienced a learning curve in his first months in his new position, having come from another business environment. He was looking forward to creating a balanced budget with clear direction from the Board and the Superintendent.

Chair Rabasa thanked Mr. Brown for his time and asked whether the Board had any questions for Ms. Cuadros.

Ms. O'Rourke asked whether breakfast and lunch were still free for all students, which Chair Rabasa confirmed. Ms. Cuadros said that there was the opportunity for those who could pay to do so, and some families had donated funds to pay for their meals.

Ms. Newman asked whether the district had returned to doing in house meals and sourcing locally as much as possible. Ms. Cuadros said that the district was working with many local farmers whose produce was available in the salad bars. She added that there were more offerings on the menu which had resulted in an increase in school meal participation.

3. Receive Information Regarding School Schedule  
Presenter: Andy Dey, Superintendent

Superintendent Dey presented information about a proposed high school schedule. He reported that a district team had met since September to review schedules and see whether there might be an alternative to the current schedule.

During conversation with schools and families, the team kept in mind that all alternatives would be weighed against the following criteria and values: prioritizing access for students receiving support services; providing flexibility for students to access affinity groups, enrichment,

extensions, and interventions; increasing planning and collaboration time; optimizing class size wherever possible; and promoting positive relationships for students and staff.

The team collected stakeholder feedback on four proposed alternatives. There were 3,500 individual responses and they validated the team's thinking about flexibility and options for students. Dr. Dey shared that after the team submitted four acceptable possibilities, he and his cabinet, which consisted of directors and other administrators, had agreed that the 2x4 schedule was the best fit. It would consist of two semesters with four classes a day in an A/B/C rotation with C being a flex day to provide time to attend affinity groups, receive support, do makeup work, or take an elective.

Dr. Dey showed a timeline of next steps. After winter break, the group would reconvene to create a support system for teachers and staff; planning and implement work groups; and provide parent and student information sessions. He added that training would be necessary to ensure that the schedule was implemented with the original criteria and values in mind.

Ms. O'Rourke asked to see data on changing to a semester system. She wanted to understand better the positive and negatives that other districts experienced. Ms. O'Rourke also wanted to know how information would be shared with the Board.

Ms. Hays thanked the Superintendent and committee. She was looking forward to seeing the final schedule and learning how the flex day would be incorporated.

Ms. Hasija Kauffman thanked Dr. Dey and the team. She appreciated that the work had begun with a value statement. Ms. Hasija Kauffman loved the schedule which allowed for a high level of experiential learning and time for students to build executive function. In addition the schedule offered time to build relationships. She looked forward to learning how the benefits of the schedule would be communicated, and also to hearing how it was being implemented with integrity to the original values.

Ms. Newman had heard from parents that their students were not fully scheduled and often had conflict with their elective opportunities.

Ms. O'Rourke raised the concern that start times were too early. Dr. Dey said that if a family decided that their student should begin school later in the day, the student could still earn the amount of credits necessary to graduate. Ms. O'Rourke and Ms. Hsu were happy to hear that the start time had been taken into consideration. Ms. Hsu also appreciated that the decision to change the schedule had been made from a values-based approach.

Chair Rabasa asked to set aside and protect time for the shift to a new schedule, which would help alleviate many concerns for staff. Ms. Rabasa said that the shift to a semester system for the whole district across levels was a welcome change. Dr. Dey clarified that there were still decisions to be made at the middle school level, but they would be based on what would be best to create a positive experience at the middle level.

## XII. ITEMS FOR ACTION

### 1. Appoint Budget Committee Member

Presenter: Rob Hess, Chief of Staff

Chair Rabasa introduced Mr. Hess to explain next steps in appointing a Budget Committee member.

Mr. Hess said that Board Policy BDD – Board Meeting Procedures guided the method of nominating someone to a committee position during a board meeting. He understood that it was not the method the Board traditionally had used, but in keeping with the Board's desire to use Robert's Rules of Order in their meetings, he was suggesting it.

Mr. Hess continued that the method suggested was for a board member to make a motion to nominate a candidate and if the motion received a second, the motion would be discussed and voted on. If the motion did not receive a second, or did not result in a majority vote, the Board would then be open to making another motion.

Mr. Hess said that if the Board did not choose to use the suggested method, the Board could use their traditional method of ranking.

Ms. Newman appreciated how many community members had applied to be appointed to the one available position on the Budget Committee. Ms. Newman had been planning to amend the suggested process to allow all voices be heard, but decided to adhere to the process as described in the board packet. Ms. Newman made a motion to nominate Mr. Juan Carlos Valle, which was seconded by Ms. Hays.

Ms. Newman had nominated Mr. Valle because he had served on the committee and brought lived experience to the Budget Committee. Additionally he had broad networks in the community.

Ms. Hays added that she welcomed Mr. Valle's perspective on the Budget Committee. He had provided leadership and was a necessary voice.

Ms. O'Rourke's preference was for something closer to the student voice. She would encourage Mr. Valle to apply for an opening on the school board.

Chair Rabasa called for the vote. **The motion did not pass 2:5.** Ms. Hays and Ms. Newman voted yes, and Ms. Hsu, Ms. Hasija-Kauffman, Ms. O'Rourke, Chair Rabasa and Vice Chair Lafer voted no.

Vice Chair Lafer moved to appoint Dakota Boulette to the Budget Committee. Ms. O'Rourke seconded the motion. Ms. O'Rourke added that she appreciated Mr. Boulette's fresh perspective that came from the heart.

Ms. Hsu added that having someone for whom school was still a recent memory was very valuable. It was rare to have young persons who were willing to devote their time to public service.

Ms. Newman said that it had been a challenging appointment, but it was necessary to make a choice for only one person. Since her candidate had not been appointed, she would support Mr. Boulette.

Chair Rabasa had watched Mr. Boulette expand his network of supportive community members. He also had immediate experience with a part of the district that would deserve attention.

Ms. Hays mentioned that Mr. Boulette was a member of the LGBTQ+ community, which always needed supportive representation.

Chair Rabasa called for the vote. **The motion passed 7:0** with all board members voting in the affirmative.

Ms. Hasija Kauffman left the meeting.

2. Approve Slate of Equity Trainers  
Presenter: Rob Hess, Chief of Staff

Chair Rabasa asked whether there was a motion on the floor. Mr. Lafer moved to approve the slate of equity trainers as moved forward by staff. There was no second.

Ms. Hays said that she did not second the motion because by the time an equity trainer was chosen, the Board could change significantly as a result of upcoming elections. Ms. Hays continued that the disparity in the proposals indicated to her that there was misunderstanding in the desired outcome.

Ms. O'Rourke moved to send the process back to staff. She said it was not the place of the Board to get involved in creating proposals. She suggested having staff create a proposal and vet the candidates, after which the Board would choose from the finalists. Ms. O'Rourke clarified her motion to send the item back to staff to create a request for proposal using the procurement process. Ms. Hays seconded the motion. She wanted to have the new Board make the final decision but did not insist on an amendment.

Vice Chair Lafer wanted to move forward with restarting the process. He added that the proposals he had read indicated a wide range of approaches to the work. He wanted to have input into the scope of the work.

Ms. Newman suggested the Board decide on some common values before moving forward. Ms. Hsu agreed with Vice Chair Lafer that the Board start the process soon. She made additional comments regarding the concept of trusting a provider.

Ms. O'Rourke reiterated that the Board could provide the parameters, but should then trust in staff to do their work.

Chair Rabasa said she would not vote for the motion because she felt that the Board still needed to do some work to clarify their needs. Ms. Hays said that she thought that was part of what Ms. O'Rourke's motion entailed. Chair Rabasa said that if the motion was rearticulated to include that step, she would vote for it.

Mr. Hess said that staff could assist the Board to clarify their requests through a process called scope development.

Ms. O'Rourke called for the question. Ms. Hays clarified that the motion was for staff to work with the board to engage in scope development and then create a request for proposal for an equity trainer. **The motion carried 6:0.** Ms. Hasija Kauffman had left the meeting.

3. Approve 4J School Board Legislative Priorities for 2022-23

Presenter: Judy Newman, Board Member

This item was moved in the agenda so that Ms. Hasija Kauffman could partake in the appointment of a new Budget Committee member before leaving the meeting.

Ms. Newman moved to approve the 4J School Board Legislative Priorities for 2022-23 as shown in the packet. Ms. O'Rourke seconded the motion.

Mr. Lafer said that he was concerned about the first item under Student and Workforce Supports: *Recruit and retain a diverse and qualified workforce. This can include addressing pay issues.*

In response to Mr. Lafer's concerns, Ms. Newman clarified that if a bill came forward from the Legislature that pertained any of the issues laid out in the priorities, Ms. Newman and Ms. Hasija-Kauffman would bring it to the Board for comment and possible action.

Chair Rabasa asked for the vote. **The motion to approve Legislative Priorities passed 6:0.**

4. Take Action on a Complaint Discussed in Executive Session

Presenter: Vice Chair Gordon Lafer

Mr. Lafer moved to send a letter to the complainant outlining the resolution as advised by counsel. Ms. Hays seconded the motion.

**The motion passed 6:0.**

### XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Renewal of the Public Charter School Contract with Network Charter School

Presenter: Casandra Kamens, Curriculum Administrator for Extended Learning and Charter School Liaison

Chair Rabasa introduced Ms. Kamens.

Ms. Kamens referred to comments made by those who had spoken during public comment, including board members. She would provide what was required of the Board by law to consider renewal of the charter.

Ms. Kamens shared that Network Charter School was in their twentieth year of charter with the district, and was requesting a renewal for ten years. The Board would use the administrative regulations for Policy LBE – Public Charter Schools and ORS Chapter 338.065 (4&5), and base their decision on an evaluation of all the applicable components as outlined in the packet under the section of the item called **Renewal Criteria and Findings.**

A team had met in November to review the required components and make a report that was included in the board packet.

Network Charter School provided an education that was rich with unique learning opportunities provided by community organizations. The school was comprised of seventy-five percent white students and had twice the percentage of students on individualized education plans than the district average. Enrollment was steady. Fifty percent of students had changed schools at least once.

Some areas of concern in the findings were: the school continued to be identified as a comprehensive support and improvement school; the four-year graduation rate was below the state goal of sixty-seven percent; regular attendance was eleven percent; and only forty-one percent of ninth graders had completed enough credits to be on track to graduate.

Ms. Kamens referred to the board packet for additional information. The findings team and the Superintendent recommended to approve the renewal for five years instead of the requested ten years.

A public hearing and final action would occur on January 18, 2023.

Ms. O'Rourke said that the criteria for charter school renewals as set forth by the Oregon Department of Education (ODE) did not accurately reflect the accomplishments of the school. Network Charter School welcomed students regardless of their performance. She said that shame did not get children to return to school. Ms. Kamens agreed it was difficult for highly mobile students to stay on track to graduate. Ms. O'Rourke continued that the focus of Network Charter School was on the students. She would recommend a ten-year renewal.

In response to a question from Ms. Newman, Ms. Kamens confirmed that the school had not submitted the school improvement plan.

Ms. Hays opined how much Network Charter School had grown throughout the years. The program had been developed to provide credit recovery to students. She appreciated their creative solutions. In response to a question, Ms. Kamens said that Ridgeline, Village, and Coburg Charter Schools were on a ten-year charter.

Ms. Hsu wondered whether any effects of the pandemic had been taken into consideration. Ms. Kamens responded that the graduation rate had consistently remained under the state requirement of sixty-seven percent.

Chair Rabasa was eager to review the school improvement plan and asked for statistics regarding attendance. She also wondered whether there were other modes to measure some of the evidence of positive action of staff and student care that Ms. O'Rourke had pointed out. She referred to the survey by LaneESD called "Beloved School Community." Ms. Rabasa asked how many students were earning their GED and how many students were returning after dropping out of school for a few years.

Ms. Newman asked to hear why the recommendation was only for five years. Superintendent Dey responded that the review team wanted to see the school improvement plan before making another recommendation.

Chair Rabasa thanked Ms. Kamens for her presentation.

2. Approve Process for Superintendent's Evaluation

Presenter: Andy Dey, Superintendent

Chair Rabasa asked whether any board members had feedback on the document. Ms. Newman asked to include the Superintendent's goals to the final document before approval. Chair Rabasa said she would ensure that the final document included all the information necessary. She thanked Ms. Newman for the work she had done in the prior year to prepare for the previous Superintendent's evaluation. Ms. Rabasa appreciated especially the emphasis to think deeply about strengths and accomplishments and also areas of improvement.

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

Chair Rabasa said that the next regular meeting would be January 18, 2023 and solicited agenda items for a future meeting.

Ms. Hsu asked to add discussion regarding a book challenge policy. Mr. Lafer agreed that it would be important to create a process and standards. Ms. O'Rourke asked whether staff would have time to work on the issue prior to the next meeting. Mr. Lafer and Ms. Hsu responded that work was under way.

Chair Rabasa reminded the Board that minutes from Leadership meetings would be provided in the Friday memos.

Ms. Hays asked for an update on the library pilot so that the Budget Committee could be informed. Ms. Hsu and Ms. O'Rourke approved.

Ms. O'Rourke asked to review how items were added to board meeting agendas. In response, Ms. Rabasa said that the question would be part of the conversation about their working agreements.

Before adjournment, Ms. Newman clarified that the Board would attend the Legislative Breakfast on January 6, 2023 and asked the Board to reach out to their student representatives.

**1. 2022–23 Board Meeting Calendar:**

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

~~NOVEMBER: Wednesday, November 2 and Wednesday, November 16~~

~~DECEMBER: Wednesday, December 7 and Wednesday, December 14~~

JANUARY 2023: Wednesday, January 18

FEBRUARY: Wednesday, February 1 and Wednesday, February 15

MARCH: Wednesday, March 1 and Wednesday, March 15

APRIL: Wednesday, April 19

MAY: Wednesday, May 3 and Wednesday, May 17

JUNE: Wednesday, June 7 and Wednesday, June 21

**XIV. ADJOURN**

Chair Rabasa adjourned the regular meeting at 9:58 p.m.

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Andy Dey  
District Clerk

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Maya Rabasa  
Board Chair

*(Recorded by Eliza Drummond)*

DRAFT



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date of Meeting**

January 18, 2023

### **Title**

Approve Auditor Contract

### **Presenter**

Matt Brown – Director of Financial Services

### **Background**

It is best practices to review auditors and solicit an RFP process at least every 5 years. However, this RFP was placed on hold during COVID. In late 2022, the RFP was released and the district received one applicant, our current provider. Even though we only received one submission, we have provided an open and transparent process for all firms to submit. Staff has been more than satisfied with the work and engagement with our current provider.

In this time of shortages, this is not surprising. Many small districts and municipalities are losing their auditors in the worst cases. Districts and other organizations that are going out for auditor RFPs are consistently getting one—typically their current auditor—or no submissions at all.

One major difference in this agreement from previous contracts is that the auditors will now complete the Financial Statements for the district. Previously, the district had an on-staff CPA employees, which is not the case anymore. This additional service will be \$9,200 in additional cost, but is far less than hiring a CPA for the district.

### **Options and Alternatives**

1. Approve within the consent agenda for signature, the agreement of a new contract with our current provider.
2. Do not approve the agreement for signature and request that the district go out a second time for an RFP of Audit Services.

### **Budget/Resource Implications**

District Expenses per contract:

- 2023 = \$76,000
- 2024 = \$78,200
- 2025 = \$80,400
- 2026 = \$82,600
- 2027 = \$84,900
  
- Financial Statements = \$9,200 each year

These costs will be anticipated in future budgets within the Financial Services Department of the General Fund.

**Recommendation**

Staff recommends approval and signature of the auditor contract.



**REQUEST FOR PROPOSAL**  
**Solicitation # 23-179**  
**Financial Audit Services**

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**Proposals due Tuesday, November 1, 2022, 4:00pm local time**

Proposals and supporting documentation are to be submitted to:

[solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu)

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*Contact Information*

Dustin Hayden, Purchasing Analyst  
Eugene School District 4J, Purchasing Office  
200 North Monroe Street  
Eugene, OR 97402

[solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu)  
(541) 790-7620

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## REQUEST FOR PROPOSAL

### General Information

Notice is hereby given that proposals will be accepted for the following items and/or services by Eugene School District 4J:

<u>Materials/Service</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Financial Audit Services	Nov 1, 2022	4:00 p.m.	Eugene School District 4J Purchasing

Vendors who demonstrate an ability to meet the enclosed requirements, specifications, and timelines are invited to submit a proposal as specified herein.

### Method of Award

The District intends to enter into one or more one (1) year professional service agreement(s) to start after the completion of the 2022-23 academic year. Agreements may be extended for up to four (4) additional one (1) year periods, at the option of the District, after an annual evaluation of services.

### Proposal Submission

Each Proposer shall submit a proposal in specified file format by email to [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu). Electronic proposal must be received via email no later than November 1, 2022 AT 4:00 PM LOCAL TIME. Proposals delivered after the deadline will not be accepted. Proposals submitted will remain confidential in nature until Notice of Intent to Award has been issued by the District. Proposer shall submit offer using the attachments provided in accordance with the instructions provided herein. Proposer’s Signature Page form shall be completed and signed by a person authorized to bind the Proposer.

Questions and comments regarding this Request for Proposal, its terms and conditions should be directed to Dustin Hayden, Purchasing Analyst at (541) 790-7620 or by email [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu). Please review the enclosed document carefully.

### Timeline

<u>Deadline</u>	<u>Event</u>
September 30, 2022	Issue Request for Proposal
October 15, 2022 (4 p.m.)	RFP questions due
October 22, 2022	Release of Addendum to RFP, if appropriate
November 1, 2022 (4 p.m.)	Proposals Due (email)
November 15, 2022	Notice of Intent to Award (email to each Proposer)
November 22, 2022 (12:00 p.m.)	End of Protest Period
November 29, 2022	Contracts signed

The District will make every effort to administer the proposal process in accordance with the Timeline. However, the District reserves the right to modify the proposal process and dates as deemed appropriate.

## SECTION 1 INSTRUCTION TO PROPOSERS

These instructions outline the offer submission procedures, evaluation of offers, and the award of a contract. The term “District” refers to the Eugene School District 4J. The term “Proposer” refers to any entity submitting an offer in response to this solicitation. The term “Vendor” refers to any Proposer(s) awarded a contract.

### 1.1 Solicitation review

Proposer must carefully review this document and is responsible for knowing and understanding the terms and conditions included in or applicable to this document. Unless defects, ambiguities, omissions or errors are brought to District’s attention in advance of the date the proposal is due, protests or appeals based on such defects, ambiguities, omissions, or errors will not be favorably considered.

### 1.2 Change, clarification or protest

Proposers may request changes or clarification to, or must protest the contract terms and conditions or the specifications of the RFP. Proposer’s comments must be e-mailed to and received by District by the date listed on the Timeline to allow enough time for issuance of an addendum, if required. Such comments shall include:

- A detailed statement of the legal and factual grounds for the change, clarification, or protest; and
- A description of the resulting prejudice to the proposer; and
- A statement of the form of relief requested or any proposed changes to the contract terms and conditions or specifications.

All proposals are to remain valid for sixty (60) days from the due date. District shall not consider a proposer’s request for change or protest after RFP due date and time. District shall provide notice to the applicable proposer if it entirely rejects the request or protest. If District agrees with the proposer’s request or protest, in whole or in part, District shall issue an addendum reflecting its determination.

### 1.3 Addenda

Changes or additions to RFP documents shall be accomplished by written addenda. Addenda shall be issued prior to the RFP due date to allow proposers sufficient time to consider the changes or additions in preparing their offers. The Proposer shall acknowledge receipt of all addenda issued on the appropriate submittal tab enclosed. At its discretion, District may extend the RFP due date and time to allow proposers time to analyze and adjust to any changes. Proposers are responsible to make inquiry as to any addenda issued.

### 1.4 Modification or withdrawal

Proposers may modify or withdraw a submitted proposal only prior to the RFP due date and time. A modification or withdrawal shall be submitted by an authorized representative and shall state the action requested (e.g., the modified offer supersedes the prior offer; the submitted offer is withdrawn).

### 1.5 Submitting proposals

Proposers are solely responsible for delivering the offer in the designate manner to the designated delivery point prior to the RFP due day and time. Each Proposer shall submit the following: One original proposal in specified format by email to [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu). Proposal must be received no later than November 1, 2022 at 4:00 pm local time, at which time and place acceptance of proposals will be

closed. Proposals delivered after the deadline will not be accepted. Proposal submitted will remain confidential in nature until a notice of intent to award has been issued by the District.

- Email submission to [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu) with a subject line of Financial Audit Services RFP: [Proposer's Name].
- Attachments should be in specified format and be named as follows: Financial Audit Services RFP [Proposer's Name] [Attachment Name]
- Submitted email submissions will not be opened until the RFP due date and time.

See Item 1.18 Confidentiality for submission of items requested to be exempt from Oregon Public Records Law and disclosure.

#### **1.6 Submittal requirements**

See SECTION 5: PROPOSAL SUBMITTAL PROCEDURES for proposal submittal procedures for complete submittal requirements.

#### **1.7 Receiving offers**

- Each offer will be electronically time-stamped by District's server and email system with the date and time it was received. A reply email will confirm receipt of the email by District.
- Offers shall be held unopened and until the RFP due date and time. District shall not be responsible for the premature opening or failure to open an offer that is not properly addressed or identified.
- Failure to submit proposals in the specified format shall be considered just cause for rejection of the proposal at the sole discretion of District.
- When the proposal due date and time has passed, District will cause the proposals to be opened and recorded. The number of proposals received, the identity of proposers, or the contents of a proposal will not be disclosed to the public until all proposals are evaluated and recommendation for award has been determined.

#### **1.8 Late proposals**

Proposals received after the specified due date and time shall not be considered and shall be held unopened by District until after the award of the contract. District shall make no concessions regarding postal service or any other form of conveyance of the offer document even when timely delivery of the offer fails through no fault of the proposer. District reserves the right to, at its discretion, to consider offers delayed or mishandled by District.

#### **1.9 Offer acceptance**

- By signing and returning a proposal, the proposer acknowledges it has read and understands the terms and conditions contained in the request for proposal document and that it accepts and agrees to be bound by the terms and conditions of the request for proposal document.
- A proposer's offer shall be firm, irrevocable, valid, and binding on the proposer for not less than 60 days from the proposal due date and time unless otherwise specified. District may request either orally or in writing that a proposer extends the time for acceptance.

#### **1.10 Cancellation/rejection of offers**

- District may cancel the solicitation if such cancellation is in the best interest of District. District may reject for good cause any offer:
- That is not in compliance with the prescribed RFP procedures and requirements; or

- Upon District's written determination, it is in the public interest to do so; or
- If the proposer is not responsible, e.g., the proposer has failed to perform under some other contract of a similar nature with District; or
- When the proposer fails to supply on offer security or performance bonds, specifications, samples, descriptive literature, references, etc., when such is required or requested; or
- When the proposer fails to include acknowledgement of all addenda issued.

**1.11 Mistakes by proposer**

District has the authority to waive any and all minor deviations, informalities, or inadvertent nonjudgmental mistakes on any offer. Such mistakes must be a matter of form, rather than substance, which is clearly evident regarding the offer or an insignificant mistake that can be waived or corrected promptly without prejudice to other proposers or District. Errors in judgment made in an offer by a proposer shall not be waived.

**1.12 Responsive/Responsible proposer**

A responsive proposal is one that conforms in all-material respects to the RFP. The District reserves the right to waive technicalities or minor informalities in determining a Proposer's responsiveness. A responsible Proposer is a person or firm that has the capability in all respects to perform fully the contract requirements, as well as the tenacity, perseverance, expertise, integrity, reliability, capacity, facilities, equipment, staff, and credit that will assure good faith performance.

**1.13 Clarification of responses**

District reserves the right to request clarification of any item in a firm's proposal or to request additional information necessary to properly evaluate a particular proposal. All requests for clarification and responses shall be in writing, which includes electronic format such as email. Except for requests and responses related to a clarification necessary to evaluate whether a proposal has met minimum requirements, all requests for clarification and responses shall be provided to each evaluation committee member.

**1.14 References**

References are required as part of the response to this solicitation. Please refer to ATTACHMENT B: REFERENCES for required references to be provided with proposal submissions. Failure to provide references as specified shall be grounds for rejection of proposal. District reserves the right to investigate references including customers other than those listed in proposer's submission. Investigation may include past performance of any proposer with contractual obligations its completion or delivery of a project on schedule, and its lawful payment of employees and workers.

**1.15 Negotiation with awarded Vendor**

District reserves the right to negotiate final contract terms with the awarded Vendor to the fullest extent allowed by law and as in the best interest of the District.

**1.16 Collusion**

A Proposer submitting a Proposal hereby certifies that no officer, agent or employee of District has a pecuniary interest in this Proposal; that the Proposal is made in good faith without fraud, collusion or connection of any kind with any other Proposer and that the Proposer is competing solely in its own behalf without connection with, or obligation to, any undisclosed person or firm.

**1.17 Recycled materials and sustainable products and processes**

- Use of recycled materials. Vendor shall use recycled and recyclable products to the maximum extent economically feasible during the performance of the contract.
- Preference for recycled materials. As required by law, District shall prefer materials or supplies manufactured from recycled materials if the recycled product is available, and it meets the requirements set forth in the specifications.
- Sustainable practices and products. District supports and encourages the use of sustainable products by Vendor. To contribute to a clean environment for present and future generations, Vendor shall utilize sustainable products to the maximum extent feasible during the performance of this contract. Products and practices utilized by Vendor shall be based upon long-term environmental impact, social costs, and operational cost.

### 1.18 Confidentiality

District is subject to the Oregon Public Records Law (Oregon Revised Statutes (ORS) 192.311 to 192.431), which requires District to disclose all records generated or received in the transaction of District business, except as expressly exempted in ORS 192.345, 192.355 or other applicable law. Examples of exemptions that could be relevant include trade secrets (ORS 192.345 (2)) and computer programs (ORS 192.345 (15)). District will not disclose records submitted by a proposer that are exempt from disclosure under the public records law, subject to the following procedures and limitations.

**If proposer submits information deemed confidential, a separate copy of the proposal package should be emailed to [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu) and titled "Financial Audit Services RFP [Proposer Name] REDACTED".**

All pages containing the records exempt from disclosure shall be marked "confidential" and segregated in the following manner:

- It shall be clearly marked in bulk and on each page of the confidential document.
- Where this specification conflicts with other formatting and response instruction specifications, this specification shall prevail.
- Where such conflict (in c. above) occurs, the proposer is instructed to respond with the following: "Refer to confidential information enclosed."
- The statement above shall be inserted in the place where the requested information was to have been placed.

Proposers who desire that additional information be treated as confidential must mark those pages as "confidential", cite a specific statutory basis for the exemption, and the reasons why the public interest would be served by the confidentiality. The entire RFP cannot be marked confidential, nor, shall any pricing. Should an RFP be submitted in this manner, no portion of it can be held as confidential unless that portion is segregated in the above manner and meets the above criteria.

Notwithstanding the above procedures, District reserves the right to disclose information that District determines, in its sole discretion, is not exempt from disclosure or that District is directed to disclose by District attorney or a court of competent jurisdiction. Prior to disclosing such information, District will notify the proposer. If the proposer disagrees with District's decision, District may, but is not required to enter into an agreement not to disclose the information so long as the proposer bears the entire cost, including reasonable attorney's fees, of any legal action, including any appeals, necessary to defend or support a no-disclosure decision.

### 1.19 Method of award

- The contents of the proposal of the successful proposer will become contractual obligations if an award is made. Failure of the successful proposer to accept any contractual obligations may result in cancellation of the award.
- A contract shall be awarded only to the responsible Proposer that submits the highest scoring and most responsive proposal which meets and complies with all solicitation requirements as determined by the evaluation factors, provided that the proposal is reasonable and it is in the best interest of the District to accept it.
- A notice of intent to award (NIA) will be provided via email to each proposer after the evaluation process is complete.

### 1.20 Proposer preference

In determining the lowest responsible proposer, District shall, for the purpose of awarding the contract, add a percent increase on the offer of a non-resident proposer equal to the percent, if any, of the preference given to that proposer in the state in which the proposer resides. Each proposer must identify whether the proposer is a “resident proposer” as defined in ORS 279a.120(1).

### 1.21 Evaluation and award

Evaluation:

- District shall review offers to determine whether an offer is responsive and/or a proposer is responsible. District will award a contract only to a responsible proposer with a responsive offer.
- District may set forth special evaluation criteria (other than price) in SECTION 2: INTRODUCTION AND BACKGROUND INFORMATION and SECTION 3: SCOPE OF WORK that will be used to determine the successful proposer. No offer shall be evaluated for any criteria not disclosed herein.
- Unless expressly authorized, proposers shall not make their offer contingent upon District’s acceptance of any specifications of contract terms that conflict with or are in addition to those in this proposal.

Award:

- After the evaluation process is complete, District shall provide written notice to all proposers of District’s intent to award the contract (Notice of Intent to Award - NIA).
- The District’s award shall not be final until the latter of the following:
  - Seven (7) days after the date of the NIA, unless otherwise provided; or until District provides a written response to all timely-filed protests (if any) denying the protest and affirming the award. See the Aggrieved Proposer clause for more on protest.

### 1.22 Aggrieved proposers

Any adversely affected proposer may submit a written protest of District’s Notice of Intent to Award (NIA). Protest(s) must be received no later than 12:00 noon on the seventh (7th) calendar day after the NIA is published.

- A proposer is only adversely affected if the proposer is eligible for award of the contract. The protesting proposer must claim that the selected proposer is ineligible for award:
- Because their offer was non-responsive; or
- District committed a substantial violation of a provision in the RFP document or of an applicable administrative rule and the protesting proposer was unfairly evaluated and would have, but for such substantial violation, been the selected proposer.

- The written protest must include the name of the person submitting the protest, the name of the proposer represented by that person, the specific RFP including the solicitation number that is being appealed, and a detailed explanation of the reasons (facts of evidence) for the appeal.
- District shall not consider a protest that is submitted after the established time period.
- The aggrieved proposer must serve all other proposer with notice of its appeal to allow for rebuttal.
- Failure to give written notice of appeal to District as provided herein constitutes a waiver by the aggrieved proposer of any objections to the NIA.
- Disagreement with the bidding process is not justification for appeal.
- Protest decision. Upon receipt of any appeal, the Support Services Director or Designee shall review the protest and submit a written decision to the protester within fourteen (14) calendar days of the date of receipt of the protest. The affected proposer must take further protest to the School Board. The aggrieved proposer must notify the Support Services Director in writing before such action is taken.

**1.23 Prices**

Prices quoted must be exclusive of federal, state, and local taxes. If the proposer believes that certain taxes are payable by District, the proposer may list such taxes separately, directly below the unit prices for the affected item.

**1.24 Acceptance period**

All offers submitted shall remain in force for a period of sixty (60) days in order to provide time for evaluation of offers received and approval of proposed awards. District shall request in writing any extension of this sixty (60) day acceptance period.

**1.25 Proposal preparation costs**

District is not liable for any costs incurred by the proposer in preparation of the proposal.

**1.26 Contract funding**

Award in part or in whole is contingent upon available funding. In the event adequate funds are not appropriated and allocated by the District's Board of Directors, District reserves the right to cancel fixed quantity, multi-year term, or requirements contracts at no penalty.

**1.27 Conflicting terms**

In the event that the Introduction and Background Information (SECTION 2) and Scope of Work (SECTION 3) conflict with the General Provisions (SECTION 6) or the Instructions to Proposers (SECTION 1), the Introduction and Background Information and Scope of Work shall take precedence.

**1.28 Safety**

Vendor shall comply with all application provisions of the Occupational Safety and Health Act throughout the duration of the specified work.

## SECTION 2 INTRODUCTION AND BACKGROUND INFORMATION

### 2.1 Scope

Eugene School District 4J (“District”) is publishing this request for proposals (“RFP”) to solicit proposals from qualified firms of Certified Public Accountants with municipal certifications, to perform the annual financial audit of the District’s Annual Comprehensive Financial Report (ACFR).

### 2.2 Background

The District is primarily located in Lane County, with small portions extending north into Linn County. The District’s boundaries include portions of the City of Eugene, City of Springfield, and City of Coburg. The largest city in the District is the City of Eugene. Formed in 1854, the District encompasses approximately 155 square miles of western Oregon at the southern end of the Willamette Valley, 110 miles south of Portland.

Eugene School District 4J has an enrollment of over 16,000 students at thirty-five (35) school sites, including nineteen (19) elementary schools, eight (8) middle schools, and five (5) high schools. The District-budget resourced for all funds are approximately \$548 million for the 2022-23 school year.

### 2.3 Contract Period

The Contract shall commence on April 1, 2023 for a period of 1 year with options for renewal not to exceed 4 additional 1 year terms.

### 2.4 Accounting Policies

- The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.
- Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, principal and interest on long-term debt, as well as expenditures related to early retirement, arbitrage rebates and postemployment healthcare benefits are recorded only when payment is due.
- The District’s Schedule of Expenditures of Federal Awards is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and the OMB Compliance Supplement, whichever guidance is applicable.
- As required by Oregon Revised Statutes 294.305 through 294.565, the District prepares a budget for all funds subject to the requirements of “Local Budget Law.” The budget for each individual fund is a plan for the financial operations to be conducted during the coming fiscal year and is adopted annually, prior to July 1st, by the District’s Board of Directors. Supplemental budgets and resolutions are adopted in accordance with State statute and District policy.

**2.5 District Assistance in Audit**

- The District Financial Services office and responsible management personnel will render all possible assistance to the selected contractor and will respond promptly to all requests for information and provide all necessary books and records for the audit engagement. The District will close and balance all accounts and submit appropriate detailed trial balances, supporting schedules, and supporting documentation to the auditor as agreed during planning meetings. The District will prepare the ACFR. In addition, Financial Services staff will support the confirmation process and assist in scheduling any auditor visits and testing that will occur at District sites other than the Education Center (200 North Monroe Street, Eugene, OR 97402).
- District Financial Services staff will prepare all required supplementary information, budget to actual comparisons, other financial schedules (grant programs, property tax levies, bond and bond interest transactions, and supplemental information required by the State Department of Education), and the Schedule of Expenditures of Federal Awards.
- District Financial Services staff will complete all required reporting and provide any other supporting documentation needed for the contractor to determine compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standard for Audits of Oregon Municipal Corporations.
- The District's attorneys will issue representation letters about the status of suits, threatened litigation, and other actual or contingent liabilities. The District will issue a management representation letter at the conclusion of audit fieldwork. All representation letters will be issued in accordance with applicable audit standards.
- The District will provide adequate physical facilities needed for the engagement, and provide the contractor with access to the facility's wireless networks.

### **SECTION 3 SCOPE OF WORK**

**3.1 Objectives and Requirements**

Proposer shall meet the following minimum qualifications:

- Proposer shall be a Sole Proprietor or Public Accounting Firm registered with the Oregon Board of Accountancy to provide attest services. Proposer must be in full compliance with all applicable Oregon Board of Accountancy requirements at the time of proposal, and have no pending actions or complaints against the Sole Proprietor/Firm or individual staff members proposed for the District audit.
- Proposer will have evidenced experience auditing school districts or education service districts in Oregon.
- The proposed audit team will include at least one CPA with an Oregon municipal auditor’s license. Proposers shall meet the full scope of work listed herein. The District shall not accept proposals that offer to provide only a portion of the work.
- Proposer shall not have any public or private interest and shall not acquire directly or indirectly any such interest which conflicts in any manner with the performance of its services under this Contract.

**3.2 Contractor Representative**

- Proposer shall provide District one (1) named audit manager as a representative of the Proposer who shall function as the single point of contact for the District’s Contract Manager, or designee, to act as liaison as necessary to meet contractual requirements in order to assure end user satisfaction.
- Proposer shall provide a named Partner as the signer of the audit report(s) who shall serve as a single point of contact for the District’s Director of Financial Services or designee as required.

**3.3 Proposer’s Responsibilities**

The Proposer shall furnish and assume full responsibility for everything required for the orderly progress and proper execution and completion of the assigned work.

**3.4 Audit Schedule**

Estimated yearly performance schedule:

Pre-Audit Conference	May
Conduct school site reviews	May/June
Interim Work	July/August
End of Field Work	by November 15
Exit Conference	by December 10
Report Draft Due	by December 15

**3.5 Statement of Work**

Contractor shall perform the annual financial audit of the District’s ACFR in accordance with generally accepted auditing standards for purposes of rendering an opinion as to the fairness of presentation of these statements. Audit services shall include a site visit, examination of specific contracts identified by the District, and report on the Student Body Funds of four (4) District schools.

### 3.6 Standards

The following standards are applicable to this audit engagement:

- The audit of the District's ACFR shall be conducted in accordance with auditing standard generally accepted in the United States of America and the standard applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.
- The audit will include tests of the District's compliance with certain provisions of law, regulations, contracts, and grants, including the provisions of the Oregon Revised Standards for Audits of Oregon Municipal Corporations (see Oregon Municipal Rules 162-10-000 through 162-10-320).
- The audit shall also be required to satisfy the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and the OMB Compliance Supplement, whichever guidance is applicable.

### 3.8 Reports

The contractor will be required to issue the following reports:

- Independent Auditors' Report.
- Independent Auditors' Report Required by Oregon State Regulations.
- Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.
- Independent Auditor's Report on Compliance for each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance.
- The Contractor shall provide a letter detailing any internal control concerns noted during their site visits to the four (4) selected schools.
- A Management Letter or Report to management shall be required every year. All findings shall be reviewed with the Director of Financial Services and financial reporting team prior to finalization and issuance. Written responses prepared by the District will be included in this letter/report.

### 3.9 Bond Issuance

The District anticipates it will prepare one (1) or more official statements in connection with the sale of debt securities which will contain or reference the ACFR, and the auditor's opinion thereon. The auditor shall be required, if requested by the District's Financial Advisor and/or the Underwriter, to issue a "consent and citation of expertise" as the auditor and any necessary "comfort letters." Fees for these services will be determined on an as-needed basis.

### 3.10 Workpapers

All working papers and reports shall be retained, at the Contractor's expense, for a minimum of three (3) years, unless the Contractor is notified in writing by the District of the need to extend the retention period. The working papers shall be available for examination by authorized representatives of federal and state oversight agencies and of the District. Working papers shall to be accessible to the District's Financial Services Department on demand.

### 3.11 Contact with Incumbent

Communication with the current auditors shall be limited to the engagement for the fiscal year ended June 30, 2022; all other communications related to this proposal shall be directed only to the District Purchasing Analyst.

**3.12 Contact as Incumbent**

Contractor shall respond to the reasonable inquiries of successor contractors and allow successor contractors to review working papers relating to matters of continuing accounting significance for the engagement year following the end of the contract.

## SECTION 4 PROPOSAL EVALUATION PROCEDURES

### 4.1 Introduction

This section prescribes the mandatory format for the presentation of a proposal in response to this request. The purpose of this format is to ensure uniformity of the information from each Proposer and to aid in clear understanding and evaluation of each proposal. Failure to submit a proposal in accordance with the provisions of this Section may be grounds to declare the proposal non-responsive. Failure to provide any information requested may result in rejection of your proposal.

### 4.2 Offer Format

Proposal is to include a signature page (Appendix C), all required text and all required certifications and is requested to be submitted electronically.

### 4.3 Proposal Rejection

The District reserves the right:

- to reject any or all proposals not in compliance with all public procedures and requirements.
- to reject any proposal(s) not meeting the specifications set forth herein.
- to waive any or all irregularities in proposals submitted.
- to consider the competency of Proposers in making any award.
- to follow the provisions of the Attorney General Model Procurement Rules, in the event two or more proposals are for the same amount for the same work.
- to reject all proposals.
- to award any or all parts of any proposal.
- to request references and other data to determine responsiveness.

### 4.4 Selection and Evaluation Process

Proposal will be reviewed by a committee to determine which one best meets the needs of the District. After meeting the mandatory requirements, the proposals will be evaluated for their technical and cost responses. The review committee will make a recommendation to the District for their consideration. The firm(s) and Eugene School District 4J will enter into a contract incorporating the terms and conditions of this RFP document and the Proposer's response.

**Proposers taking exception to any contract terms must indicate the same in their proposal or exceptions will be deemed waived.**

At Eugene School District 4Js' option, during proposal review, Proposer may be contacted to clarify or elaborate on the proposal, but will in no way be provided an opportunity to change any fee amount originally proposed. Eugene School District 4J staff may also contact any references listed on proposals.

### 4.5 Evaluation Criteria

The District has chosen to implement a point system to make awards. Proposals will be initially reviewed for completeness and compliance with the requirements of this RFP. Those proposals which are incomplete, which do not meet all requirements of the RFP, or otherwise deemed by the District to be "non-responsive" will be rejected. Proposals considered complete, or "responsive", will be reviewed

further to determine if they comply with the administrative, contractual, and technical requirements of the RFP. If the proposal is unclear, Proposer may be asked to provide written clarification. The following scoring system will be used in determining which of the proposers will most closely meet the best interests of the District. There is a possible score of 100 points. Scoring will be based on criteria outlined below.

Proposers are cautioned to provide in their proposals as much detail as possible pertaining to their capabilities and experience providing the services requested in this solicitation. Do not assume the District or evaluation team is familiar with the Proposer. Concise and direct answers are encouraged. The specifications, characteristics, and requirements listed in this solicitations are in no way to be considered exhaustive. Proposals must contain the specific information and attachments requested and in the order listed below.

**MANAGEMENT SUMMARY AND ABILITY TO FULFILL THE STATEMENT OF WORK (10 Points Possible)**

- Provide a brief narrative of the Proposer’s full understanding of and ability to meet or surpass the full required Statement of Work.
- Address the Proposer’s ability to provide constructive recommendations to the District as a result of the audit and throughout the year.
- Address the Proposer’s ability to undertake the audit and to meet the audit schedule/deadlines outlined in this solicitation.
- Include a statement that the Proposer meets standards of independence as defined by generally accepting auditing standards. If not, so declare.
- Provide the names of the persons who will be authorized to make representations for the Proposer, their titles, addresses, telephone numbers and email addresses.
- Indicate prior Contract Performance. State if the Proposer has been the object of any disciplinary action or pending action during the last three (3) years with state regulatory bodies or professional organizations. If yes, submit full details of the circumstances and the status of the action(s). The District will evaluate the facts and may, as its sole discretion, reject the Proposer’s proposal if the facts discovered indicated that completion of a contract resulting from this solicitation may be jeopardized by selection of the Proposer. If Proposer has experienced no such disciplinary actions in the past three (3) years, so declare.

**PROPOSER PROFILE (10 Points Possible)**

- Provide a brief narrative detailing the Proposer including, at minimum:
- Whether local, regional, national or international in the scope of its practice;
- The address of the home office;
- The numbers of partners, managers, supervisors, seniors, specialists and other key professional staff employed at the local office;
- The range of activities performed by the local office (i.e., auditing, accounting, tax services and/or management consultation services).
- Submit a copy of the report on the Proposer’s most recent external quality control (peer) review, with a statement as to whether that quality control review included a review of specific government engagements.
- Provide the name of the partners, managers, supervisors, seniors, specialists and other key professional staff who will be assigned to the District engagement resulting from this solicitation. For listed staff:
- Describe their roles and provide a brief description of their professional education, certifications and experience including their experience in governmental and, particularly, school district

auditing. State the extent to which their governmental experience has been within the State of Oregon.

- Provide their participation in professional development programs in the governmental accounting and auditing area. Note those who are Certified Public Accountants (CPAs) and any team members with an Oregon municipal auditor's license.
- Provide any complaints against them within the last three (3) years that have been leveled by the State Board of Accountancy or other Regulatory Authority, if any. Note any corrective action that has been taken by the Proposer with respect to this/these staff.
- Identify any partners or staff from other than the local office that will be assigned to the District engagement and provide the percentage of their time that will be devoted to the District engagement.
- Estimate and provide the aggregate number of hours of time that each assigned staff member will devote to the District's audit engagement.
- Identify any/all outside specialists that may be assigned to this engagement, their professional credentials and experience, and the basis for their selection.
- Describe the Proposer's staff professional development program and the specialized programs offered within the area of governmental accounting and auditing.
- Describe Proposer's policy on staff rotation once assigned to the audit.

#### **EXPERIENCE WITH MUNICIPAL ENGAGEMENTS (15 Points Possible)**

- Provide the name, title, and State Board of Accountancy Municipal Audit roster number for any partner, manager, and in-charge accountant who will be assigned to this financial audit.
- Identify current governmental audit clients, including school districts, handled by the local office that are comparable in size to or larger than the District. Include the number of years the Proposer has been the auditor for each organization, and briefly describe the scope of work provided. Identify proposed audit team members who have worked on these engagements.
- Detail previous audit team member experience or knowledge in performing Single Audits in accordance with OMB Circular A-133 for state and local governments.
- Identify previous audit team member experience or knowledge in obtaining the Government Finance Officers Association Certificate of Achievement for Excellence in Financial Reporting. Identify all current and past auditees who have achieved this certificate during the time Proposer served as auditor.

#### **APPROACH TO THE EXAMINATION (20 Points Possible)**

- Provide a brief narrative detailing how Proposer will approach the District engagement. Outline a work plan and related time schedule for each significant segment of the work.
- Describe the level and experience of staff assigned to each major audit level.
- Describe the audit methodology, including planned levels of internal control tests, substantive tests, sampling, and analytical procedures.
- Describe the procedures followed in the technical review of the audit reports prior to their issuance by qualified personnel other than the audit engagement partner. Indicate whether this would be done in the local office or elsewhere.
- Describe how District personnel would assist, if at all, during the audit and indicate the approximate time requirement.
- Comment on the Proposer's ability to provide constructive suggestions for improving the District's internal accounting controls and administrative procedure.

#### **INSURANCE REQUIREMENT (Pass/Fail)**

- Provide a statement of agreement to the insurance clause in the General Contract Terms and Conditions.

**REFERENCES (15 Points Possible)**

- Provide three (3) professional references.
- At minimum, two (2) of the three (3) references shall be governmental audit clients that are comparable in size to or larger than the District within the last three (3) years. School districts shall be preferred.
- The District may not be included as one of these required references.
- The District reserves the right to disqualify any Proposer who receives an unfavorable report from a proposer-identified customer reference.
- The District reserves the right to investigate and consider references submitted by the Proposer, including customers other than those listed in the Proposer’s submission, and Eugene School District 4J experience.
- The references provided will be contacted to establish, among other factors, the level of Proposer customer service and the Proposer’s ability to respond timely to the needs of a client.

**AUDIT SERVICES FEE (20 Points Possible)**

- Pricing shall be an all-inclusive maximum fee for each of the five (5) potential years of the contract. Pricing shall include a breakout of the estimate for the school site visits.
- Provide pricing on a form of Proposer’s design breaking out each of the five (5) years.
- Pricing shall be compared between each proposal and weighted accordingly (lowest price scores the highest, all other higher price offers are weighted against the lowest offer).

**QUALITY OF PROPOSAL (5 Points Possible)**

- Provide and detail methods to minimize costs and maximize the benefits of your proposed services.

**4.6 Evaluation Factors Matrix**

Criteria	Points
Management Summary and Ability to Fulfill the Statement of Work	10
Proposer Profile	10
Experience with Municipal Engagements	15
Approach to the Examination	20
Price Schedule	25
Quality of Proposal	5
Insurance Requirements	Pass/Fail
References	15
<b>Total</b>	<b>100</b>

**4.7 Proposal Validity Period**

Each proposal shall be irrevocable for a period of sixty (60) days from the Proposal Opening Date.

**4.8 Competency of Vendor**

To enable District to evaluate the competency and financial stability of a Vendor, the qualifying and accepted Vendor(s) shall, upon request, furnish such information as reasonably necessary.

**4.9 Protest of Award**

In accordance with the Attorney Generals Model Procurement Rules, any adversely affected Proposer has seven (7) calendar days from the date of the written notice of award to file a written protest.

**4.10 Reservation in Evaluation**

District selection committee reserves the right to either: a) request “Best and Final Offers” from the two highest scoring Vendors and award to the lowest priced or b) to reassess the proposal and award to Vendor determined to best meet the overall needs of the District, or c) award to multiple vendors.

**4.11 Proposal Evaluation**

- The Proposal segments shall be evaluated by the Evaluation Committee consisting of not less than three (3) knowledgeable individuals (Evaluators). The District may assign certain Evaluators to evaluate specific Proposal categories in keeping with the Evaluators’ area of expertise. Evaluators will utilize the criterion (as objectively as possible) to measure the merit of each Proposal received in accordance with the subjective evaluation criteria to determine which Proposal(s) will provide the District with the most advantageous and best overall value. The recommendations of this committee will be a consensus and will be final.
- Working as a Committee or independently (at the discretion of the District) with copies of the written proposals, the Evaluators will independently assign scores to each Proposal received in accordance with the evaluation criteria defined herein.
- After receipt and evaluation of the written proposals, one or more Proposer may be asked to provide an on-site presentation of their proposal and demonstration of services. If presentations are required, the District reserves the right to re-evaluate the scores for each criteria listed based on the presentation.

**4.12 Protest of Award**

In accordance with Oregon Model Contract Rules Manual Section 137-047-0740 any adversely affected Proposer has five (5) calendar days from the date of the written notice of intent to award to file a written protest.

## SECTION 5 PROPOSAL SUBMITTAL PROCEDURES

### 5.1 **Proposal Deadline**

Proposals will be accepted until 4:00 PM local time, November 1, 2022 via email to [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu). Delivery is the sole responsibility of the Proposer. Proposer accepts all risks of late delivery of emailed proposals, or of miss-delivery, regardless of fault. A proposal may be submitted by each proposing firm.

### 5.2 **Restriction on District Contact**

From the issue date of this RFP until a firm is selected, all contact with District employees or School Board members concerning the RFP must be cleared through the following District contact: Dustin Hayden, 541-790-7620 or [solicitations@4j.lane.edu](mailto:solicitations@4j.lane.edu).

### 5.3 **Right to Reject Proposals**

The District reserves the right to retain all proposals submitted and to use any ideas in a proposal regardless of whether that proposal is selected. Submission of a proposal indicates acceptance by the firm of the conditions contained in this RFP unless clearly and specifically noted in the proposal submitted and confirmed in the contract between the District and the firm selected. We reserve the right without prejudice to reject and all proposals.

### 5.4 **Cost of Preparing a Proposal**

The RFP does not commit the District to paying any costs incurred by any Proposer in the submission or presentation of a proposal, or in making the necessary studies for the preparation thereof.

### 5.5 **Proposal Content and Format**

To simplify and expedite the review process, the District request that candidates prepare proposals in the standard format specified below:

#### **Title Page**

- Proposer should identify: the RFP subject; firm name, local address, and phone number; proposal contact name, title, telephone number, and email; date of submission; and period for which the proposal is effective (non-rescindable).

#### **Table of Contents**

- The table of contents should include a clear and complete identification by section and page number of the materials submitted.

#### **Transmittal Letter**

- The transmittal letter should be not more than two pages long and should include as a minimum the following:
  - A brief statement of the Proposer’s understanding of the objective of the services to be performed;
  - A positive commitment to perform the service within the time period specified;
  - The names of persons authorized to represent the Proposer, their title, address, telephone number, and email (if different from the individual who signs the transmittal letter).

**Proposal contents in response to SECTION 3: SCOPE OF WORK AND SECTION 4: PROPOSAL EVALUATION PROCEDURES.**

- Proposers should ensure the proposals:
  - Describe plans to duplicate current services.
  - Describe alternate design(s).
  - Address evaluation criteria.
  - Include references and credentials of those most directly responsible for management and medical oversight of the Clinic.
  - Provide proposed fees for the following:
    - Duplication of the current services.
    - Alternate services.
    - Alternate funding mechanisms.

**Financial Statement**

- Provide one (1) copy of your most recent yearly financial statement.

**Submittals required**

- Each submittal shall contain the following forms, found in the proceeding pages of this document:
  - ATTACHMENT A: Additional Representations, signed and dated (page 32)
  - ATTACHMENT B: References, completed with up to five references. (page 34)
  - ATTACHMENT C: Signature Page (pages 35-36)
  - ATTACHMENT D: Tax Classification (page 37)
  - ATTACHMENT E: Certified Disadvantaged Business Outreach Plan (pages 38-39)

## SECTION 6 GENERAL PROVISIONS

**6.1 Acceptance**

Signature on an Agreement shall constitute Acceptance of the offer including all the terms and conditions specified in the solicitation. Receipt of a fully executed Agreement shall cause initiation of performance by the Proposer. Acceptance is limited to the terms stated herein. Any additional or different terms and conditions proposed by the Proposer are rejected unless expressly agreed to in writing by an authorized representative of the District's Purchasing Department.

**6.2 Independent Proposer Status**

Proposer shall certify status as an independent Proposer and nothing herein is to be construed as establishing an employer-employee relationship.

**6.3 Other Proposers**

The District may undertake or award other contracts for additional or related work, and the Proposer shall fully cooperate with such other Proposers and with any District employees concerned with such additional or related work, and shall coordinate its performance under this contract with such additional or related work. The Proposer shall not commit or permit any act that will interfere with the performance of work by any other Proposer or by District employees.

**6.4 Subcontracts and Assignment**

PROPOSER shall not subcontract, assign, delegate, or transfer any of its duties, rights, or interests under this Contract without the prior written consent of the DISTRICT. The DISTRICT may withhold such consent for any or no reason. If the DISTRICT consents to an assignment or subcontract, then in addition to any other provisions of this Contract, PROPOSER shall require any permitted subcontractor to be bound by all the terms and conditions of this Contract that would otherwise bind PROPOSER. The parties agree that any such subcontracts shall be construed as matters solely between PROPOSER and its subcontractor and shall not have any binding effect on DISTRICT.

**6.5 No Third Party Beneficiaries**

DISTRICT and PROPOSER are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

**6.6 Successors in Interest**

The provisions of this Contract shall be binding upon and inure to the benefit of the parties and their successors and approved assigns, if any.

**6.7 No Authority to Bind District**

PROPOSER has no authority to bind or obligate the other or to enter into contracts or agreements on behalf of the DISTRICT. This agreement does not create a partnership, joint venture or agency between the parties.

**6.8 No Modification of Order**

The terms and conditions contained in this Order may not be added to, modified, superseded or otherwise altered except by a written modification signed by an authorized representative of the District's Purchasing Department.

#### **6.9 Escalation**

Any price or cost adjustments shall be submitted by the Proposer no less than 60 days prior to the time in which such increases are to become effective. The District reserves the right to reject any modifications of the contract unacceptable to the District. Prices must be held firm for the first 12 months of the contract.

#### **6.10 Changes**

District may, at any time, and from time to time by written order from 4J Purchasing to the Proposer, make changes in any one or more of the following: (a) method of shipment or packing; and (b) time and/or place of delivery, including adding or changing delivery locations and to increase or decrease the number of deliveries to delivery locations; and (c) the quantity of items ordered. If such change causes an increase or decrease in the price of the Order or the time required to perform, an equitable adjustment shall be made and the Order modified in writing accordingly. Any claim by the Proposer hereunder must be asserted in writing within fifteen (15) days from the date the change is ordered. Whether made pursuant to this clause or by mutual agreement, changes shall not be binding upon the District, except when confirmed in writing by a member of the District's Purchasing Department.

#### **6.11 Nonperformance**

As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If PROPOSER fails to perform under this Contract, then DISTRICT, after giving seven days' written notice and opportunity to cure to PROPOSER, has the right to complete the work itself, to obtain the contracted goods and/or services from other contractors, or a combination thereof, as necessary to complete the work. Both parties agree that PROPOSER shall bear any reasonable cost difference, as measured against any unpaid balance due PROPOSER, for these substitute goods or services.

#### **6.12 Termination for Convenience**

District may terminate a contract, in whole or in part without showing cause upon giving written notice to the Proposer. The District shall pay all reasonable costs incurred by the Proposer up to the date of termination. Proposer will not be reimbursed for any anticipatory profits, which have not been earned up to the date of termination.

#### **6.13 Termination for default**

- District may, at its option, terminate or cancel an agreement, for any material violation of the provisions of the agreement. Such provisions generally include, but are not limited to:
  - Standard terms and conditions included in all contracts:
    - Product or service specifications
    - Delivery or completion requirements; or
    - Pricing and price escalation/de-escalation clauses
- District's termination of an agreement or of a Proposer's performance shall not restrict or abrogate any other remedy available to District that is provided either by law or under the agreement, unless other remedies are expressly limited by the terms of the agreement.
- Unless otherwise agreed upon in the agreement, District will provide Proposer written notice of its intent to terminate the agreement or Proposer's performance. If Proposer provided a

performance and payment bond, the surety shall also be provided with a copy of the notice of termination. Unless otherwise provided in the agreement, the notice shall include:

- The effective date of termination,
- The grounds for termination,
- Notice of the time (if any) in which District will permit Proposer to correct the failure to perform.

#### **6.14 Bankruptcy**

District may terminate this agreement in whole or in part by written or telegraphic notice:

- If Proposer shall become insolvent or makes a general assignment for the benefit of creditors; or
- If a petition under any bankruptcy act or similar statute is filed by or against Proposer and is not vacated within ten (10) days after it is filed. Termination under this clause shall be in accordance with "termination for default" clause.

#### **6.15 Remedies**

In case of PROPOSER breach, the parties agree that the DISTRICT is entitled to any available legal and equitable remedy. In case of DISTRICT breach, the parties agree that PROPOSER's remedy is limited to Contract termination and receipt of Contract payments to which PROPOSER is entitled.

#### **6.16 Ownership of Work Product**

PROPOSER agrees that all work products created or developed for DISTRICT by PROPOSER pursuant to this Contract are intended as "works made for hire" and shall be the exclusive property of the DISTRICT. If any such work products contain PROPOSER's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, PROPOSER hereby grants DISTRICT a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. DISTRICT claims no right to any pre-existing work product of PROPOSER provided to DISTRICT by PROPOSER in the performance of this Contract, except to copy, use, or re-use any such work product for DISTRICT use only.

#### **6.17 Hazardous Materials**

PROPOSER shall notify DISTRICT before using any products containing hazardous materials to which DISTRICT employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon DISTRICT request, PROPOSER must immediately provide Material Safety Data Sheets to DISTRICT for all materials subject to this provision.

#### **6.18 When Work is performed on District Property (Including Schools)**

- Proposer shall comply with the following:
  - Identification. When performing work on District property, Proposer and Proposer's employees shall be in appropriate work attire (or uniform, if applicable) at all times. When required by schools and other District locations, each day Proposer and/or Proposer's employees are present on District property, they must sign in at the location's main office and obtain an identification/visitor tag. Proposer and/or Proposer's employees must display this tag on their person at all times while on District property.
  - No Smoking. All District properties are tobacco-free zones; Proposer and/or Proposer's employees are prohibited from using any tobacco product on District property.

- No Drugs, Weapons, or Firearms. All District properties are also drug-free, weapons-free and firearms-free zones; Proposer and/or Proposer's employees are prohibited from possessing on their persons or in their vehicles any drug, weapon or firearm while on District property. The Proposer shall include a clause containing the substance of this clause in all subcontracts hereunder.
- No Unsupervised Contact with Students. Unsupervised contact with students means contact with students that provide the person opportunity and probability for personal communication or touch when not under direct supervision. Proposer will ensure that Proposer, any sub-contractors, and their officers, agents and employees will have no direct unsupervised contact with students while on District property. Proposer will work with the District to ensure compliance with this requirement. If Proposer is unable to ensure through a security plan that none of its officers, agents or employees will have direct, unsupervised, contact with students in a particular circumstance or circumstances, Proposer shall so notify the District prior to beginning any Work that could result in such contact.

#### **6.19 Background Checks**

All company personnel that will be District premises shall agree to a thorough background check, and possible random re-check. Proposer will provide the District with a list of all company personnel that will be on-site and will update/notify 4J Purchasing and the District HR department five days prior to new employees visiting sites.

#### **6.20 Employee Removal**

At the District's request, PROPOSER shall immediately remove any PROPOSER employee, agent, representative or subcontractor from all DISTRICT properties in cases where the DISTRICT in its sole discretion determines that removal of that individual is in the DISTRICT's best interests.

#### **6.21 Confidentiality; FERPA Re-Disclosure: Family Education Rights and Privacy Act ("FERPA") Prohibits the Re-Disclosure of Confidential Student Information:**

Except in very specific circumstances and as agreed in writing, PROPOSER shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that PROPOSER may learn or obtain in the course and scope of its performance of this Contract. Any re-disclosure of confidential student information must comply with the re-disclosure laws of FERPA. PROPOSER is not to re-disclose information without prior written notification to and written permission of the DISTRICT. If the DISTRICT grants permission, PROPOSER is solely responsible for compliance with the re-disclosure under §99.32(b). Consistent with FERPA's requirements, personally identifiable information obtained by PROPOSER in the performance of this Contract must be used only for the purposes identified in this Contract.

#### **6.22 Security**

Any disclosure or removal of any DISTRICT matter or property by PROPOSER without the express written permission of the DISTRICT shall be cause for immediate termination of this Contract. PROPOSER shall bear sole responsibility for any liability including, but not limited to attorney fees, resulting from any action or suit brought against DISTRICT because of PROPOSER's willful or negligent release of information, documents, or property contained in or on DISTRICT property. DISTRICT hereby deems all information, documents, and property contained in or on District property privileged and confidential.

#### **6.23 Compliance with Federal, State and Local Laws**

Proposer shall comply with all applicable Federal, State and Local laws and ordinances and all lawful orders, rules and regulations hereunder, including the applicable provisions of the Fair Labor Standards Act, the Occupational Safety and Health Act of 1970, the Federal Civil Rights Act of 1964, the Equal Employment Opportunity Act, and all regulations and standards and any amendments issued pursuant thereto. District shall have the right to terminate immediately this agreement if the Proposer fails to comply with such acts and regulations.

**6.24 Compliance with Oregon Tax Laws**

PROPOSER shall, throughout the duration of this Contract, comply with all tax laws of this state and all applicable tax laws of any political subdivision of this state. Any violation of Oregon Tax Laws constitutes a material breach of this Contract. Any violation entitles DISTRICT to terminate this Contract, to pursue and recover any and all damages that arise from the breach and the termination of this Contract, and to pursue any or all of the remedies available under this Contract, at law, or in equity.

**6.25 Audit**

Eugene 4J School District, The Oregon Department of Education, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any book, documents, papers, and records of Proposer, which are directly pertinent to this specific contract, for the purpose of making audits, examinations, excerpts, and transcriptions. Proposer must maintain all required records for three years after Districts make final payment and all other pending matters are closed. (2CFR 200)

**6.26 Small, Minority, and Women Business**

Pursuant to 2 CFR 200.321 and Oregon Revised Statute (ORS) Chapter 200, and as a matter of commitment, District encourages the participation of minority, women, and emerging small business enterprises in all contraction opportunities. District also encourages joint ventures or subcontracting with minority, women, and emerging small business enterprises. For more information, please visit <http://www.oregon4bix.com/How-We-Can-help/COBID/>. If the Contract results in subcontracting opportunities, the successful Proposer may be required to submit a completed COBID Outreach Plan prior to execution.

**6.27 Non-Discrimination Clause**

PROPOSER agrees that no person shall be subject to unlawful discrimination based on race, color, gender, religion, national origin, U.S. military veteran status, marital status, disability, source of income, political affiliation, sexual orientation or age in programs, activities, services, benefits, or employment in connection with this Contract. It is further understood that any Proposer that is in violation of this clause shall be barred from doing business with the District, unless and until such time as a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

**6.28 Pay Equity**

As required by ORS 279B.235, PROPOSER shall comply with ORS 652.220 and shall not unlawfully discriminate against any of PROPOSER's employees in the payment of wages or other compensation for work of comparable character on the basis of an employee's membership in a protected class. "Protected class" means a group of persons distinguished by race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability or age. PROPOSER's compliance with this section constitutes a material element of this Contract and a failure to comply constitutes a breach that entitles Agency to terminate this Contract for cause. PROPOSER may not prohibit any of PROPOSER's employees from discussing the employee's rate of wage, salary, benefits, or other compensation with another

employee or another person. PROPOSER may not retaliate against an employee who discusses the employee's rate of wage, salary, benefits, or other compensation with another employee or another person.

### **6.29 Indemnification**

PROPOSER shall defend, indemnify and hold harmless DISTRICT, its officers, directors, employees, and agents from and against all liabilities, losses, expenses, claims, actions, or judgements (including attorney fees) recovered or made against DISTRICT for any damages, injury, or death to persons or damage to property caused by the negligent or intentional acts or omissions of PROPOSER, its officers, employees, agents, or subcontractors related to PROPOSER's performance under this Contract. PROPOSER's indemnification extends to conditions created by this Contract or based upon violation of any statute, ordinance or regulation. This provision is in addition to any common law or statutory liability and indemnification rights available to DISTRICT.

### **6.30 Equal Opportunity**

In accordance with Federal civil rights law and U.S. regulations and policies, prospective bidders are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

*This institution is an equal opportunity provider.*

### **6.31 Oregon False Claim Act**

PROPOSER acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any action by PROPOSER pertaining to this Contract, including the procurement process relating to this Contract that constitutes a "claim" (as defined by ORS 180.750(1)). By its execution of this Contract, PROPOSER certifies the truthfulness, completeness, and accuracy of any statement or claim it has made, it makes, it may make, or causes to be made that pertains to this Contract. In addition to other penalties that may be applicable, PROPOSER further acknowledges that if it makes, or causes to be made, a false claim or performs a prohibited act under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against PROPOSER.

### **6.32 Ethics in Public Contracting**

By submitting a proposal, Proposers certify that their proposal is made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other Proposer, supplier, manufacturer or sub-Proposer in connection with their proposal, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, or services.

### **6.33 Hours of Labor**

For those employees of Proposer covered or subject to Oregon employment laws:

- Persons employed under this Contract shall receive at least time and a half pay for work performed on the legal holidays specified in ORS 279A.055 and for all overtime worked in excess

of 40 hours in any one week, except for individuals who are excluded under ORS 653.010 to 653.261 or under 29 USC 201 to 209 from receiving overtime.

- Except as provided above, no person shall be employed for more than ten hours in any one day, or 40 hours in any one week, except in cases of necessity, emergency or where the District absolutely requires it, and in such cases, except in cases of contracts for personal services as defined in ORS 279A.055 the laborer shall be paid at least time and a half pay:
  - for all overtime in excess of eight hours a day or 40 hours in any one week when the work week is five consecutive days, Monday through Friday; or
  - for all overtime in excess of ten hours a day or 40 hours in any one week when the work week is four consecutive days, Monday through Friday; or
  - for work performed on Saturday and on any legal holidays specified in ORS 279B.020.

For those employees of Proposer that are covered or subject to Oregon employment laws, Proposer must, pursuant to ORS 279B.020, give notice to employees who perform work on this Contract, either at the time of hire or before commencement of work on the contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

#### **6.34 Time Limitation on Claim for Overtime**

To the extent any of Proposer's employees are covered by the Oregon employment laws, such covered worker employed by the Proposer shall be foreclosed from the right to collect for any overtime under this contract unless a claim for payment is filed with the Proposer within 90 days from the completion of the contract, providing the Proposer has:

- Caused a circular clearly printed in blackface pica type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place which is readily available and freely visible to any or all workers employed on the work; and
- Maintained such circular continuously posted from the inception to the completion of the contract on which workers are or have been employed.

#### **6.35 Access to Records**

The Proposer agrees that the District and its authorized representatives shall have access to the books, documents, papers and records of the Proposer which are directly pertinent to the specific contract for the purpose of making audit, examination, excerpts and transcripts. Strict standards of confidentiality of records and information shall be maintained in accordance with applicable state and federal law. The district shall not have access to any records or information, regardless of form, medium or method of communication that may identify individual employees, individual employee contact with the Proposer, employee counseling records, diagnoses, prognoses or treatment recommendations by the Proposer. Any information relative to employee use of the Proposer's services given to the District for the purposes of census, statistics or fiscal analysis shall be information in the aggregate and not identifiable or specific to individual employees.

#### **6.36 Waiver; Severability**

Waiver of any default or breach under this Contract by DISTRICT does not constitute a waiver of any subsequent default or a modification of any other provision of this Contract. In any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held invalid.

**6.37 Attorney's Fees**

In the event of any action to enforce or interpret this contract, the prevailing party shall be entitled to recover from the losing party reasonable attorney fees incurred in the proceeding, as set by the court, at trial, upon appeal, or upon review.

**6.38 Choice of Law**

Any dispute under this agreement or related to this agreement shall be decided in accordance with the laws of the State of Oregon and litigation shall be in Lane County, Oregon.

**6.39 Time is of the Essence**

Time is of the essence in the performance of this Contract.

**6.40 Amendments**

Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties.

**6.41 Entire Contract**

When signed by both parties, this Contract (and any attached exhibits or supporting documents) is the final and entire agreement. As the final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

**6.42 Notices**

Any notice given in connection with this Contract shall be given in writing and shall be delivered either by hand to the signing party or by regular and certified mail to the party at the party's address stated herein.

**6.43 Counterparts**

This Contract may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and be binding upon the Parties. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

**6.44 Headings**

The captions or headings in this Contract are for convenience only and in no way define, limit, or describe the scope or intent of any provisions of this Contract.

**6.45 Force Majeure**

Neither party shall be liable to the other for any delay or failure to perform hereunder due to flood, fire, earthquakes, civil unrest, acts of God, acts of government, terrorist acts, or other acts of political sabotage, or war where such cause was beyond the reasonable control of DISTRICT or PROPOSER, respectively.

## SECTION 7 INSURANCE REQUIREMENTS

Proposer shall obtain at Proposer's expense the insurance specified in this SECTION C: Insurance Requirements prior to performing under this Contract and shall maintain it in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Proposer shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in Oregon and that are acceptable to the District. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Proposer shall pay for all deductibles, self-insured retention and self-insurance, if any.

### **1 WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Proposer, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Proposer shall require and ensure that each of its sub-contractors complies with these requirements. If Proposer is a subject employer, as defined in ORS 656.023, Proposer shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If Proposer is an employer subject to any other state's workers' compensation law, Proposer shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state sub-contractors complies with these requirements.

### **2 COMMERCIAL GENERAL LIABILITY**

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the District. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$2,000,000 per occurrence. Annual aggregate limit shall not be less than \$4,000,000.

### **3 AUTOMOBILE LIABILITY INSURANCE**

Automobile Liability Insurance covering Proposer's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$2,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability).

### **4 PROFESSIONAL LIABILITY**

Professional Liability insurance covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Proposer and Proposer's sub-contractors, agents, officers or employees in an amount not less than \$2,000,000 per claim. Annual aggregate limit shall not be less than \$4,000,000. If coverage is on a claims-made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Proposer shall provide Tail Coverage as stated below.

### **5 EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

**6 ADDITIONAL INSURED**

All liability insurance, except for Workers' Compensation, Professional Liability, and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the Eugene School District 4J, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Proposer's activities to be performed under this Contract. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

**7 WAIVER OF SUBROGATION**

Proposer shall waive rights of subrogation which Proposer or any insurer of Proposer may acquire against the District or State of Oregon by virtue of the payment of any loss. Proposer will obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Vendor or the Vendor's insurer(s).

**8 TAIL COVERAGE**

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Vendor shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Contract, for a minimum of 24 months following the later of (i) Vendor's completion and Agency's acceptance of all Services required under this Contract, or, (ii) Agency or Vendor termination of contract, or, (iii) The expiration of all warranty periods provided under this Contract.

**9 CERTIFICATE(S) AND PROOF OF INSURANCE**

Vendor shall provide to District Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the District, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance District has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

**10 NOTICE OF CHANGE OR CANCELLATION**

The Vendor or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**11 INSURANCE REQUIREMENT REVIEW**

Vendor agrees to periodic review of insurance requirements by District under this agreement and to provide updated requirements as mutually agreed upon by Vendor and District.

## ATTACHMENT A ADDITIONAL REPRESENTATIONS

In addition to the foregoing general information, the Proposer certifies that:

**1** Consultants and firm specialists mentioned in response to this request for proposal can only be changed with the express prior written permission of the District, which retains the right to approve or reject replacements.

**2** The Proposer, if an individual, is of lawful age; is the only one interested in this proposal; and that no person, firm, or corporation, other than that named, has any interest in the proposal, or in the contract proposed to be entered into.

**3** The Proposer, and each person signing on behalf of any Proposer, certifies, and in the case of a joint proposal, each party thereto certifies as to its own organization, that to the best of their knowledge and belief:

- The fees and rates in the proposal have been arrived at independently without collusion, consultation, communication, or agreement for the purpose of restraining competition as to any matter relating to such prices with any other Proposer or with any competitor;
- Unless otherwise required by law, the fees and rates that have been quoted in the proposal have not been knowingly disclosed by the Proposer prior to the proposal deadline, either directly or indirectly, to any other Proposer or competitor;
- No attempt has been nor will be made by the Proposer to induce any other person, partnership, or corporation to submit or not to submit a proposal for the purpose of restraining trade;
- No School Board member or other officer, employee, or person, whose salary is payable in whole or in part from the District, has a direct or indirect financial interest in the proposal;
- Said Proposer is not in arrears to District upon any debt or contract, and is not a defaulter, as surety or otherwise, upon any obligation to District and has not been declared irresponsible, or unqualified, by any department of District or the State of Oregon, nor is there any proceeding pending relation to the responsibility or qualification of the Proposer to receive public contracts, except (if none, Proposer will insert "none"): \_\_\_\_\_

**4** The Proposer has examined all parts of this Request for Proposal, including all requirements and contract terms and conditions thereof, and, if its proposal is accepted, the Proposer shall execute a contract which incorporates the stated requirements, proposal response and terms and conditions.

**5** The Proposer fully understands and submits its proposal with the specific knowledge that:

- The selected proposal must be approved by the School Board.
- In the event that the Proposer's response is accepted, the proposal will be incorporated into a contract containing general terms and conditions as provided in the Request for Proposal, and the appropriate District authority must approve the resultant contract.

### **Signature**

The undersigned hereby certifies to the truth and accuracy of all statements, answers, and data contained in this proposal and application, and hereby authorizes Eugene School District 4J to make any necessary examinations or inquiries in order to make a determination as to the qualifications and responsibility of the Proposer. The undersigned has examined all parts of this RFP and understands that it is completely discretionary with the Selection Committee whether to accept, reject, or negotiate its proposal submitted pursuant thereto.

**Name of Proposer:** \_\_\_\_\_

**Signature of Proposer:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### ATTACHMENT B REFERENCES

Provide the names and addresses of five (5) agencies your company has provided services similar herein. District may perform reference checks to evaluate existing service.

VENDOR NAME: \_\_\_\_\_

Customer Identification: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Contact Name/Title: \_\_\_\_\_  
Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

Customer Identification: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Contact Name/Title: \_\_\_\_\_  
Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

Customer Identification: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Contact Name/Title: \_\_\_\_\_  
Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

Customer Identification: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Contact Name/Title: \_\_\_\_\_  
Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

Customer Identification: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Contact Name/Title: \_\_\_\_\_  
Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

ATTACHMENT C  
SIGNATURE PAGE

The undersigned proposes to furnish all supplies or perform all work as listed in the Statement of Work, for the price(s) stated; and that all articles supplied under any resultant contract will conform to the specifications herein, to be fit and sufficient for the purpose manufactured, merchantable, of good material, workmanship, and free from defect.

The undersigned agrees to be bound by all applicable laws and regulations, the accompanying specifications, and by the District policies and regulations.

The undersigned, by submitting a proposal, represents that:

- The Proposer has read and understands the specifications and any drawings or attachments and the Proposer is made in accordance herewith.
- The proposal is based upon the materials, equipment, and systems required by the specifications unless otherwise noted. Failure to comply with the specification or any terms of this Request for Proposal may disqualify the Vendor as being non-responsive.

The undersigned certifies that the proposal has been arrived at by Vendor independently and has been submitted without any collusion designed to limit independent competition.

The undersigned certifies that he has received and duly considered all addenda to the specifications and that all costs associated with all addenda have been included in this proposal:

Addenda: No. \_\_\_\_\_ through No. \_\_\_\_\_ inclusive.

**NON-DISCRIMINATION CLAUSE**

The Proposer agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, color, religion, sex, national origin, physical or mental handicap, sexual orientation or age unless based upon bona fide occupational qualifications with regard to, but not limited to, the following: employment upgrading; demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; and/or rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred from receiving awards of any purchase order from the District, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

**RESIDENT CERTIFICATE**

The Bidder, pursuant to ORS 279A.120(1), (check one) is \_\_\_\_ or is not \_\_\_\_ a resident Bidder. If not, indicate State of residency: \_\_\_\_\_ .

**PAY EQUITY CERTIFICATE**

This certificate is required if Proposer employs 50 or more full-time workers and the prospective contract price is estimated to exceed \$500,000. [This requirement does not apply to architectural, engineering, photogrammetric mapping, transportation planning or land surveying and related services contracts.] Does a current authorized representative of Proposer possess an unexpired Pay Equity Certificate issued by the Department of Administrative Services? YES  / NO  / N/A . [If the certificate was provided with the

Bid or Proposal submitted for a solicitation related to the prospective contract, then it is not necessary to resubmit it. **Otherwise, if applicable, submit a copy of the certificate with this form.**]

We therefore offer and make this proposal on furnishing the requested product and services at the prices indicated herein in fulfillment of the specifications of Eugene School District 4J.

Vendor Organization Legal Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Signer Name/Title: \_\_\_\_\_

Phone Number: (     ) \_\_\_\_\_ Email: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### ATTACHMENT D TAX CLASSIFICATION

Payment information will be reported to the Internal Revenue Service under the name and TIN or SSN, whichever is applicable, provided by the Contractor. Contractor certifies under penalty of perjury that Contractor reports to the IRS under the tax classification checked below.

- Individual/sole proprietor or single-member LLC
- Partnership
- C Corporation
- S Corporation
- Trust/estate
- Limited Liability Company: Enter classification: C= C corporation S=S corporation, P=partnership) \_\_\_  
**Note:** Check the appropriate above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.
- Exempt Payee: Enter type of organization: \_\_\_\_\_  
**Note:** See IRS Form W9 for types of payees exempt from backup withholding

**Taxpayer Identification Number (TIN):** \_\_\_\_\_  
*The TIN provided must match the name given above to avoid backup withholding. For individuals, this is generally your social security number (SSN). For other entities, it is generally your employer identification number (EIN).*

**Vendor Statement**

*Vendor represents and warrants that Vendor has complied with the tax laws of this state or a political subdivision of this state, including but not limited to Oregon Revised Statute (ORS) 305.620 and ORS chapters 316, 317 and 318. Vendor covenants that Vendor will continue to comply with the tax laws of this state or a political subdivision of this state during the term of this contract. Failure by the Vendor to comply with the tax laws before the execution of this Contract or during the term of this Contract is a default for which the District may terminate this Contract and seek damages and other relief available under the terms of this Contract or under applicable law.*

---

Vendor Signature, Title

Date

ATTACHMENT E  
CERTIFIED DISADVANTAGED BUSINESS OUTREACH PLAN

Proposer Name: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Telephone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

“Certified Firm” means a small business certified under ORS 200.055 by the Oregon Certification Office for Business Inclusion and Diversity (COBID) as minority-owned businesses, woman-owned businesses, businesses that service-disabled veterans own, and emerging small businesses.

Certified Firms must have an equal opportunity to participate in the performance of contracts financed with state funds. By submitting its offer, Proposer certifies that it has taken, and if there are further opportunities, will take reasonable steps to ensure that Certified Firms are provided an equal opportunity to compete for and participate in the performance of any subcontracts resulting from this procurement.

The information submitted in response to this clause will not be considered in any scored evaluation.

**1 Is Proposer an Oregon certified firm?** Yes  No

If yes, indicate all certification type(s): DBE  MBE  WBE  SDV  ESB  and supply Oregon State Certification Number: \_\_\_\_\_

**2 Include a list of Certified Firms that Proposer has had a contractual relationship with within the last two years.**

**3 Include a list of firms that Proposer has had a contractual relationship with within the last two years that are not Certified Firms but may be minority-owned, woman-owned, service-disabled veteran-owned or emerging small businesses.**

**4 Does Proposer foresee any subcontracting opportunities for this procurement?** Yes  No

- If no, do not complete the rest of this form and submit this first page with your Proposal.
- If yes, please complete the following page and submit all pages with your Proposal.

**5 Describe the steps Proposer will take to solicit Certified Firms for subcontracting opportunities if awarded a contract from this procurement.**

**6 Describe the subcontracting opportunities and the approximate dollar value of each that may be available, if awarded a Contract.**

**7 Would Proposer be willing to report the identity of each subcontractor and the value of each subcontract to COBID if awarded a Contract from this procurement?**

Company Name: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Authorized Representative: \_\_\_\_\_

Title: \_\_\_\_\_



**REQUEST FOR PROPOSAL**  
**Solicitation # 23-179**  
**Financial Audit Services**  
**Addendum 01**

---

**Proposals due Tuesday, November 1, 2022, 4:00pm local time**

**Q: Section 3.5 Statement of Work requests a visit to 4 schools and a report on the student body funds. Can you expand on the scope of work for the work done at the schools? The possibilities can vary greatly and will affect the hours needed and the pricing.**

A: Eugene School District 4J suggests a two hour visit at each school to do limited testing of transactions and to interview with the principal and secretary/finance clerk.

**Q: Section 5.5 – One of the requirements is to provide one copy of your most recent yearly financial statement – what does this mean?**

A: Please provide a final audit of a recent client so Eugene School District 4J can see the work your firm performs.

**Q: Are the insurance requirements negotiable? \$1,000,000 per occurrence and \$3,000,000 aggregate are pretty standard for the industry.**

A: Definitely. The numbers in the solicitation are likely holdovers from a previous posting. Please provide a Certificate of Insurance with the amounts your firm is carrying.

---

*Contact Information*

Dustin Hayden, Purchasing Analyst  
Eugene School District 4J, Purchasing Office  
200 North Monroe Street  
Eugene, OR 97402

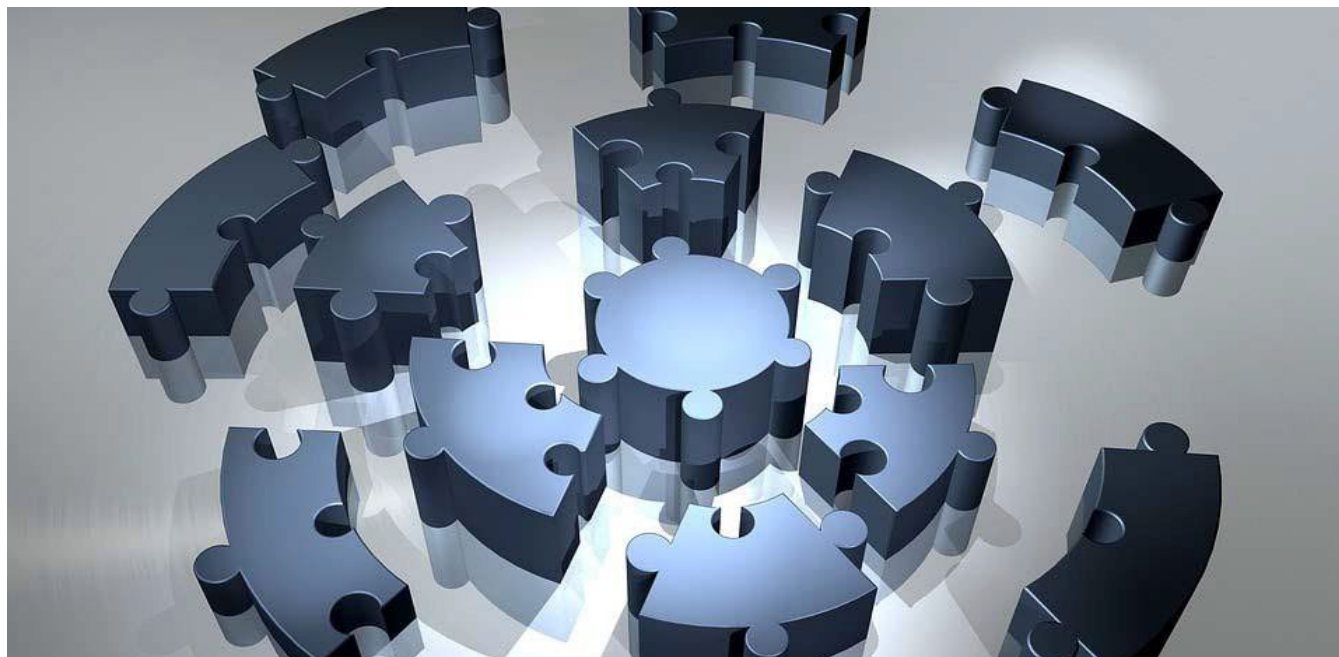
**solicitations@4j.lane.edu**

**(541) 790-7620**

# PAULY, ROGERS AND CO., P.C.

## Certified Public Accountants

*The Leaders in Oregon Municipal Auditing*



Auditing Services Proposal for:

### **Eugene School District 4J**

November 1, 2022 (Proposal effective for 60 days)

Pauly, Rogers and Co., P.C.

Tara Kamp, CPA, Partner

12700 SW 72nd Avenue

Tigard, OR 97223

[tarak@rascpas.com](mailto:tarak@rascpas.com)

(503) 620-2632

(503) 684-7523 FAX

# PAULY, ROGERS AND CO., P.C.

## Certified Public Accountants

*The Leaders in Oregon Municipal Auditing*

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Sample Report	See Attached Financial Statement

Eugene School District 4J





12700 SW 72<sup>nd</sup> Ave. ♦ Tigard, OR 97223  
(503) 620-2632 ♦ (503) 684-7523 FAX  
www.paulyrogersandcoepas.com

November 1, 2022

Dustin Hayden, Purchasing Analyst  
Eugene School District 4J, Purchasing Office  
200 North Monroe Street  
Eugene, Oregon 97402

Thank you for the opportunity to present our qualifications to continue to serve as auditors for the Eugene School District 4J (herein after referred to as the District) for the years ending June 30, 2023, 2024, 2025, 2026, and 2027. We believe this proposal provides all the information you will find necessary about our firm and its services. We also hope this proposal shows our enthusiasm and eagerness to be your auditors.

*Pauly, Rogers and Co., P.C.* has been proud to provide auditing services to Oregon governmental and non-profit clients in many industries since 1947. Our experience and longevity in auditing Oregon School Districts has put us in the forefront of the audit industry in our State. We audit more than 200 Oregon governments annually, making us the largest municipal auditing firm in the state. We believe an audit should not be a rote exercise. On the contrary, it should help our client develop and enhance the capabilities of their staff and help meet the challenges of the future. We believe the audit process can be a powerful tool in helping the District increase the effectiveness and efficiency of internal controls, reduce unnecessary and costly procedures, provide clear and compliant financial reports and develop best practices for financial oversight. We will not just write up audit findings and let your staff decide how to best fix the issue; instead we will work with staff to provide options on how to resolve complex audit issues in an efficient manner.

In order to best serve you, our audit provides:

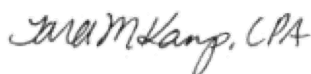
- **A complete understanding of the work to be performed.** We communicate often throughout the year and are available to answer questions, even on April 15<sup>th</sup> (our auditors are 100% dedicated to auditing and do not provide tax services). We will ensure that you are apprised of requirements, standards, and rulings that impact financial accounting and reporting, and related compliance. We will communicate during all phases of fieldwork including a discussion of all audit findings. We are committed to clear communication and do not surprise our clients with audit findings that were not fully discussed with Management on multiple occasions.
- **A large audit staff to handle all of your needs.** Our highly experienced staff will include a lead auditor on your job for all years noted above. We have over 25 auditors dedicated to auditing in the State of Oregon. Since we audit many School Districts our staff gain in a single year the experience of several years of experience that other firms provide.

- **A commitment to servicing School Districts in the State of Oregon.** Pauly, Rogers and Co, P.C. has a deep commitment to servicing School Districts in the State of Oregon. We have made many presentations at the OASBO conference as well as many other statewide organizations. Our commitment to servicing our State and understanding the complexities of Oregon keeps us in the forefront of auditing in the state.
- **Delivery of audit reports in a timely fashion.** We will meet your deadlines. We understand the investment you make in the audit relationship in terms of dollars and time, and we are committed to providing value with every interaction. In order to meet your deadlines we perform interim work before your books are closed, and we have a large enough staff to perform our final fieldwork at any time. Our proposed timeline is flexible and will meet your needs!
- **Free assistance with questions.** Our willingness to provide minor technical assistance throughout the year without billing for additional services has been one of the trademarks of Pauly, Rogers and Co., P.C. A great deal of discussion is expected to occur during the year, all of which helps the auditors, as well as the District properly deal with issues as they arise.

We are confident you will find our firm has the experience and ability to provide the excellent auditing and advisory services you require. You need a firm that understands how School Districts operate. We are on the leading edge of governmental auditing in the State of Oregon, serving more entities than any other firm. We want to continue to be Eugene School District's auditors!

Tara Kamp, CPA, as signer of this letter, is authorized to make representations and to execute a personal services contract on behalf of the firm. We accept the terms and conditions of this proposal and we are ready to enter into this contract with the District. This proposal is a firm and irrevocable offer for sixty (60) days from the date of submission on November 1, 2022. We may be reached at the address and the telephone number listed on page one (1) of this letter should you have any questions.

Very truly yours,



Tara Kamp, CPA, Partner  
PAULY, ROGERS AND CO., P.C.

## Properly Licensed

All Shareholders are licensed by the Oregon State Board of Accountancy as Certified Public Accountants. We are members of the AICPA.

## Independence

All members of the firm are independent of the District as defined by generally accepted accounting standards, as required by the rules of conduct of the AICPA. We require all staff members to make annual independence representations, which are kept on file in our office.

## History and Location

Pauly, Rogers and Co., P.C. is a local firm that has been providing quality accounting services since 1947. Our Mission is to provide high quality personnel and cost effective services to meet our clients' needs with an emphasis on improving our clients' performance, profitability and accountability. We are located at 12700 SW 72nd Avenue in Tigard, Oregon.

## Peer Review

Our firm underwent a peer review for the year ended April 2020, which included a review of specific government engagements. The reviewing firm issued a review rating of pass. A copy of the report is included on the next page.

## Personnel

All four partners, as well as three other staff members, at Pauly, Rogers and Co., P.C. are licensed as municipal auditors dedicated to auditing Oregon governments. We also have eight Seniors/Managers, sixteen Associates, and five support staff, all available to meet the District's needs.

Our partners value our relationships with Management and Boards, and we demonstrate this by having experienced staff on site for fieldwork. This approach allows for high level communication between our staff and yours, and allows for decisions and audit issues to be resolved face to face, which results in a more efficient and effective audit experience for all involved.

## Client Base and Range of Services

Our firm specializes in providing auditing and accounting services to not-for-profit and government organizations. We have a sister Company, *RAS Group, LLC*, which provides a wide range of financial, consulting and tax services to individuals and corporations. We have very experienced tax personnel who can assist with any and all of your tax needs. Having a full-service tax business under the same roof as our auditing and accounting business ensures a smooth transition for clients wishing to engage both sets of services.

## Insurance

We agree that if we are selected as the auditor for Eugene School District 4J, we will update our insurance to match the requirements noted in the Request for Proposal.

## Sustainability

Our firm uses a paperless audit system in order to reduce our use of our precious natural resources. We also use a Sharefile portal system for the secure transfer of audit documentation between both parties. This portal system also reduces travel costs and reduces the amount of time spent in cars traveling to our audit clients, which reduces our firms' carbon footprint. <sup>97</sup>



## Report on the Firm's System of Quality Control

January 31, 2021

To Pauly, Rogers and Co., P.C. and the Peer Review  
Committee of the Oregon Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Pauly, Rogers and Co., P.C. (the firm) in effect for the year ended April 30, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

190 Camino Oruga, Suite 1 • Napa, CA 94558 • telephone: 707.255.0677 • fax: 707.255.0687  
Member: American Institute of CPAs • California, Hawaii, & Oregon Societies of CPAs

**Required Selections and Considerations**

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, and audits of employee benefit plans.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

**Opinion**

In our opinion, the system of quality control for the accounting and auditing practice of Pauly, Rogers and Co., P.C. in effect for the year ended April 30, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Pauly, Rogers and Co., P.C. has received a peer review rating of *pass*.

*Coughlan Napa CPA Company, Inc.*

Coughlan Napa CPA Company, Inc.

## Experience in Conducting Audits of Oregon School Districts

Our firm has over 70 years of serving Oregon and its local governments. Our extensive experience with Oregon governments has allowed us to develop procedures and practices that allow us to stay at the forefront of governmental auditing in our state.

We have also developed specialized audit programs and procedures to ascertain compliance with the many requirements of the Single Audit Act Amendments of 1996 and OMB Uniform Guidance, the Oregon Revised Statutes and other state and federal audit and reporting requirements. Our professional library contains all available specialized audit programs for federal financial assistance programs. Over 30 of our current engagements have Single Audits.

## Experience with GFOA Program

The GFOA Certificate of Achievement for Excellence requires strict conformity with professional standards and requires additional information about the municipality in the program. We have not had a failure to secure or maintain one of these certificates. For the year ended June 30, 2021, we had a total of 18 clients who submitted to GFOA. Two of our partners have been GFOA reviewers. Our staff will assist in obtaining this award.

## Consulting Service Experience

Most consultations are considered part of the audit fee. For those that are not, we will advise the District in advance. We would be happy to provide a list of services we have done in the past.

## Current School District Clients

Ashland School District	Molalla River School District
Astoria School District	Monroe School District
Banks School District	Nestucca Valley School District
Blachly School District	Northwest Regional Education Service District
Centennial School District	Oakridge School District
Central Linn School District	Ontario School District
Clatskanie School District	Oregon City School District
Corvallis School District	Oregon Trail School District
Crook County School District	Parkrose School District
Crow Applegate Lorane School District	Perrydale School District
Dallas School District	Rainier School District
David Douglas School District	Reynolds School District
Estacada School District	Riverdale School District
Eugene School District	Santiam Canyon School District
Falls City School District	Scappoose School District
Fern Ridge School District	Scio School District
Forest Grove School District	Seaside School District
Gaston School District	Sherman County School District
Gresham-Barlow School District	Sherwood School District
Hood River County School District	Silver Falls School District
Jefferson School District	Sisters School District

**Current School District Clients (Continued)**

Jewell School District	Springfield School District
Junction City School District	St Paul School District
Knappa School District	Sweet Home School District
Lane Education Service District	Tigard-Tualatin School District
Lincoln County School District	Vale School District
Linn Benton Lincoln Education Service District	Vernonia School District
Malheur Education Service District	Warrenton-Hammond School District
Mapleton School District	Willamette Education Service District
McKenzie School District	Woodburn School District
Medford School District	
Milton-Freewater School District	

**References**

Current Clients	Primary Contact and Title	E-mail/Telephone
Tigard Tualatin School District	David Moore, CFO	<a href="mailto:dmoore@ttsd.k12.or.us">dmoore@ttsd.k12.or.us</a> 503-431-4016
Medford School District	John Petach, Controller	<a href="mailto:john.petach@medford.k12.or.us">john.petach@medford.k12.or.us</a> 541-842-1036
Oregon City School District	Jason Jensen, CFO	<a href="mailto:jason.jensen@orecity.k12.or.us">jason.jensen@orecity.k12.or.us</a> 503-785-8000
Hood River Cty School District	Doug Holmes, CFO	<a href="mailto:doug.holmes@hoodriver.k12.or.us">doug.holmes@hoodriver.k12.or.us</a> 541-387-5010-
Parkrose School District	Sharie Lewis, Director Business Svcs & Ops	<a href="mailto:sharie.lewis@parkrose.k12.or.us">sharie.lewis@parkrose.k12.or.us</a> 503-408-2103

Pauly, Rogers and Co., P.C. audits many local government entities, including counties, cities, school districts, charter schools, fire district and water districts. We perform over 200 total engagements in the State of Oregon every year; over 60 of those are school districts. Please contact Tara Kamp if you would like additional listings of our clients.

## **Staffing**

Tara Kamp will act as the Engagement Partner and will be directly involved in managing and performing aspects of the audit. Kenny Allen will act as a Concurring Partner on the audit. We have found this review procedure essential in providing quality audit reports for our clients. Lanae Phelps will act as our Senior Compliance Manager, and Manager Kyle Janicki will be appointed to the audit. The team also has at their disposal over twenty additional experienced auditors should the need arise. Resumes have been provided in the appendix for key staff members involved in the audit, including their credentials and history with the firm.

## **Consulting Service Experience**

Most consultations are considered part of the audit fee. For those that are not, we will advise the District in advance. We would be happy to provide a list of services we have done in the past. These have included budget law questions, payroll questions, accounting issues, reporting issues and internal control questions.

## **Estimated Staff Time On Engagement**

Our firm strives to work efficiently and effectively with our clients to ensure we produce quality work. We estimate our professional staff would devote approximately 519 hours on the District's engagement.

## **Continuing Professional Education/ Professional Development Programs**

All assigned staff have received a minimum of 24 hours of continuing education in governmental accounting and auditing within the past year, and at least 40 hours within the past two years. In addition, all audit staff members meet the GAO's *Government Auditing Standards* "yellow book" education requirements. Our firm employs a wide range of professional development resources available through the Oregon Society of Certified Public Accountants, the Association of Governmental Accountants, the American Institute of Certified Public Accountants and local colleges and universities. This program offers diversity to staff members and allows the firm to acquire specialized knowledge in key areas such as accounting and auditing. We also conduct in house training for all staff on all newly implemented Governmental Accounting Standards Board (GASB) pronouncements each year to keep up to date on current standards.

We make certain our staff are well trained and familiar with accounting pronouncements and standards, which will impact that particular year.

## **Auditing Computerized Accounting Systems and Infinite Visions**

Our firm has developed computerized audit techniques that will be used for analytical review purposes and sampling. The in-charge auditor and their team of auditors are well versed in auditing with our computerized audit techniques. These procedures are a standard part of fieldwork. These techniques allow us to increase sample sizes and decrease detection risk. This benefits our clients by providing a timely product and the increased efficiency provides the product at a competitive fee. In addition to computer assisted audit techniques, Pauly, Rogers and Co., P.C. uses a software package to assist with auditing that allows us to increase audit efficiency while reducing the use of almost all paper. A significant majority of our School District clients use Infinite Visions, and our auditors are well versed in searching, sorting and analyzing data from this system.

### **Information Technology Applications**

We encourage the use of our secure electronic delivering system, "Sharefile", which is very similar to Dropbox in that it is any easy and convenient way to send and receive information much more securely than email. This system enables us to receive information as it becomes available and will help in making the audit more efficient. We also request that we be given read only remote access (or backup file) to your general ledger system. This will allow us to pull reports directly from your general ledger, which provides for a more valid and efficient audit, and it also reduces your staff time devoted to audit requests.

Our firm has developed computerized audit techniques that will be used for analytical review purposes and sampling. These procedures will be a standard part of fieldwork. These techniques allow us to increase sample sizes and decrease detection risk. This benefits our clients by providing a timely product and the increased efficiency provides the product at a competitive fee. In addition to computer assisted audit techniques, Pauly, Rogers and Co., P.C. uses a software package to assist with auditing that allows us to increase audit efficiency while reducing the use of almost all paper.

### **Value Added Services**

As one of the largest municipal auditing firms in the State of Oregon we have developed and seen various best-practices across the state. We will share these best practices with the District which allows the District to implement the most efficient and effective policies and procedures. We pride ourselves in viewing our role as advisors to the District in reducing your overall financial risks, rather than providing a commodity based service of providing you with your opinion letters once a year. We strive to build a partnership with the District and will stay in regular contact to ensure all accounting and auditing related issues are addressed in real time.

## Roy Rogers, CPA, CGFM Managing Partner

### Profile

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Roy R. Rogers is the Managing Partner of Pauly, Rogers and Co., P.C. During his tenure, the firm has grown from a staff of four to over 30 employees. He has extensive experience auditing local governments, as well as hundreds of not-for-profit entities. His work currently includes fieldwork, report preparation, planning, supervision and final reviews.

Roy has been the Engagement Partner on numerous compliance and financial audits, as well as various consulting engagements. He has over 40 years of direct experience in accounting, auditing and consulting to governmental entities. He manages the firm's engagements to document, evaluate and make recommendations for improvement in internal control systems.

Roy has performed peer reviews for other firms, as well as risk assessments and internal control evaluations. He also speaks at state and international events on leadership and organizational excellence.

### Professional Achievements

---

- Past AICPA Council and Committee member
- OSCP Past President
- Oregon State Board of Accountancy Liaison
- Tigard Rotary Past President
- Past Mayor of Tualatin

### Education, Designations, and Professional Memberships

---

- Bachelor of Science Degree in Accounting, from Portland State University
- Certified Public Accountant #2148
- Licensed Oregon Municipal Auditor #658
- Certified Government Financial Manager
- Certified Global Management Accountant
- OSCP and AICPA Member
- Past GFOA Technical Reviewer for the ACFR Program

### Similar Clients Serviced

---

- Dallas School District
- David Douglas District
- Forest Grove School District
- Centennial School District

## **Kenny Allen, CPA, CFE**

### **Concurring Partner**

#### **Profile**

---



Kenny joined Pauly, Rogers and Co., P.C. after having worked as an auditor for the General Accounting Office (GAO), the governmental organization responsible for setting Governmental Auditing Standards (GAGAS). He was responsible for the auditing of on-site security for the Internal Revenue Service (IRS) Service Centers and Field Office. His experience with the GAO also included the internal control over the courier service that carried well over \$500 million dollars at times. With Pauly, Rogers and Co., P.C., Kenny has been involved in hundreds of not-for-profit and municipal audits. He has been in a leadership position for the 21 years he's been with the firm. During that time he has successfully assisted his clients in implementing many new accounting and auditing standards. Kenny was one of the

first auditors in the state to early implement GASB Statement 34 in 2002, which changed the entire governmental reporting model.

#### **Presentations**

---

- Speaker at the Oregon Association for School Business Officials on a variety of topics, including GASB 34, GASB 45, GASB 54, Oregon Municipal Audit Law, and Internal Controls
- Speaker at the Special Districts Association of Oregon on GASB 54, Internal Controls and other GASB Statements
- Speaker at Zone Meetings for Educational Service Districts on key accounting internal controls, board oversight policies, and many GASB Statements

#### **Education, Designations, and Professional Memberships**

---

- Bachelor of Science Degree in Criminal Justice and a Post-Baccalaureate degree in Accounting, from Portland State University
- Certified Public Accountant #10042
- Licensed Oregon Municipal Auditor #1344
- Certified Fraud Examiner
- OSCP Member
- Past GFOA Technical Reviewer for the ACFR Program

#### **Similar Clients Serviced**

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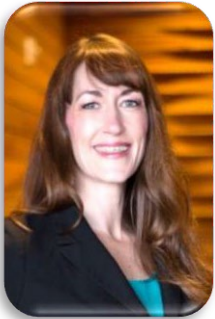
- Central Linn School District
- Crook County School District
- Linn Benton Lincoln Education Service District
- Medford School District

## **Tara Kamp, CPA**

### **Partner**

#### **Profile**

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Tara joined Pauly, Rogers and Co., P.C. after having graduated with honors from Portland State University with a Bachelor of Science in Business Administration with an emphasis in Accounting. Tara focuses solely on municipal auditing which has led her to become an expert in the field. She has been in a leadership position for more than 12 years at the firm and has been involved in hundreds of municipal audits. During that time she has developed strong relationships with her audit clients as she goes to great lengths throughout the year to answer questions and help solve problems.

#### **Presentations**

---

- Speaker at the Oregon Association for School Business Officials on a variety of topics, including Internal Controls and Best Practices
- Speaker at Zone Meetings for Educational Service Districts on key accounting internal controls, and GASB Statements

#### **Education, Designations, and Professional Memberships**

---

- Bachelor of Science Degree in Business Administration from Portland State University
- Certified Public Accountant #12754
- Licensed Oregon Municipal Auditor #1485
- OSCP Member
- AICPA Member
- Oregon Government Finance Officers Association Member
- Oregon Association of School Business Officials Member
- Past GFOA Technical Reviewer for the ACFR Program
- Past OSCP Education Foundation Board of Directors

#### **Similar Clients Serviced**

---

- Eugene School District
- Tigard-Tualatin School District
- Parkrose School District
- Oregon City School District

## Hans Graichen, CPA Partner

### Profile

---



Hans Graichen received a Bachelor's degree in Criminology from Southern Oregon University. He later returned to school to pursue a career in accounting, and graduated with honors from Portland State University with a Bachelor's degree in Accounting. He joined Pauly, Rogers and Co., P.C. in 2006. Since then, he has been involved in hundreds of audits. He has extensive audit experience, including all phases of the audit process. Hans will supervise all on-site facets of audit, together with the planning and development of an audit program that will fulfill all professional standards and requirements applicable to you.

During the fieldwork and reporting phases, Hans will assist with any difficult accounting and reporting issues, participate in fieldwork and provide on-site review with technical support for the audit team. Hans is very proud of his expertise in minimizing disruption to the client's workplace during on-site fieldwork. He will be assisted by one or two additional staff accountants with experience conducting over fifty audits each. Hans goes to great lengths to make himself available to his clients so he can answer questions and help solve problems, and consult with client staff regarding any proposed transactions or changes in policies.

### Presentations

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- Audit presenter at Council and Board Meetings for numerous Oregon municipal and non-profit entities

### Education, Designations, and Professional Memberships

---

- Bachelor of Science in Criminology from Southern Oregon University
- Bachelor of Science in Accounting from Portland State University
- Certified Public Accountant #13022
- Licensed Oregon Municipal Auditor #1510

### Similar Clients Serviced

---

- Mastery Learning Institute- Arthur Academy
- Multnomah Learning Academy
- The Emerson School

## Lanae Phelps, CPA Senior Manager

### Profile

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Lanae received a Bachelor Degree in both Accounting and Business: Finance from George Fox University. Since joining Pauly, Rogers and Co., P.C., she has been involved in hundreds of audit engagements with both municipal and not-for-profit clients. She has extensive audit and review experience, including completing all phases of the audit and review process. She has been at the firm for over nine years, and has been in a leadership position for seven years. During that time she led an audit team with over 30 clients and ensured each audit report was issued in a timely manner and that each client was satisfied with their audit experience. She enjoys interacting with clients and works hard to ensure that the audit process goes as smoothly as possible with minimal disruptions to the client.

As the Compliance Manager, Lanae will assist with researching any difficult accounting and reporting issues and will provide technical support for the engagement team with implementing new audit standards. She spends significant time researching standards and regulations to ensure the firm is in compliance with the proper rules and regulations. She will review the audit report and financial report after they have been prepared for accuracy. Lanae is always available for the engagement staff and clients to answer questions and help solve problems.

### Presentations

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- Speaker at the 2015 Oregon Association for School Business Officials on the topic of Preparing for an Audit and CAFR
- Presenter at a multitude of board meetings to discuss client audit reports with the board
- Presenter at internal continuing professional education trainings for staff on various topics

### Education, Designations, and Professional Memberships

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- Bachelor of Art Double Degree in Accounting and Business: Finance from George Fox University, with a Minor in Spanish
- Certified Public Accountant #15304
- Licensed Oregon Municipal Auditor #1633

### Similar Clients Serviced

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- Lane Education Service District
- Springfield School District
- Silver Falls School District
- Tigard-Tualatin School District
- Sweet Home Charter School

## Kyle Janicki Manager

### Profile

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Kyle joined Pauly, Rogers and Co., P.C., after graduating from Southern Oregon University with two Bachelor of Science degrees; one in Financial Mathematics and the other in Economics with a concentration in Finance. The Financial Mathematics degree focused on practical analysis of business solvency and optimization. The Economics Finance degree focused on private and public policy with a parallel of forecasting models.

Kyle worked as math teacher and private tutor after being a teaching assistant in college. During his time at Southern Oregon University he worked on campus as a facilities manager.

During the fieldwork and reporting phases, Kyle will assist with any accounting and reporting issues, participate in fieldwork, and provide on-site review with technical support for the audit team. He will be assisted by one or two additional staff accountants with broad governmental auditing experience. Kyle goes to great lengths to make himself available to his clients so he can answer questions and help solve problems, and consult with client staff regarding any proposed transactions or changes in policies.

### Education, Designations, and Professional Memberships

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- Bachelor of Science degree in Financial Mathematics accompanied with a Certificate in Applied Finance and Economics from Southern Oregon University
- Bachelor of Science degree in Economics with a concentration in accompanied with an Applied Statistic Minor from Southern Oregon University

### Similar Clients Serviced

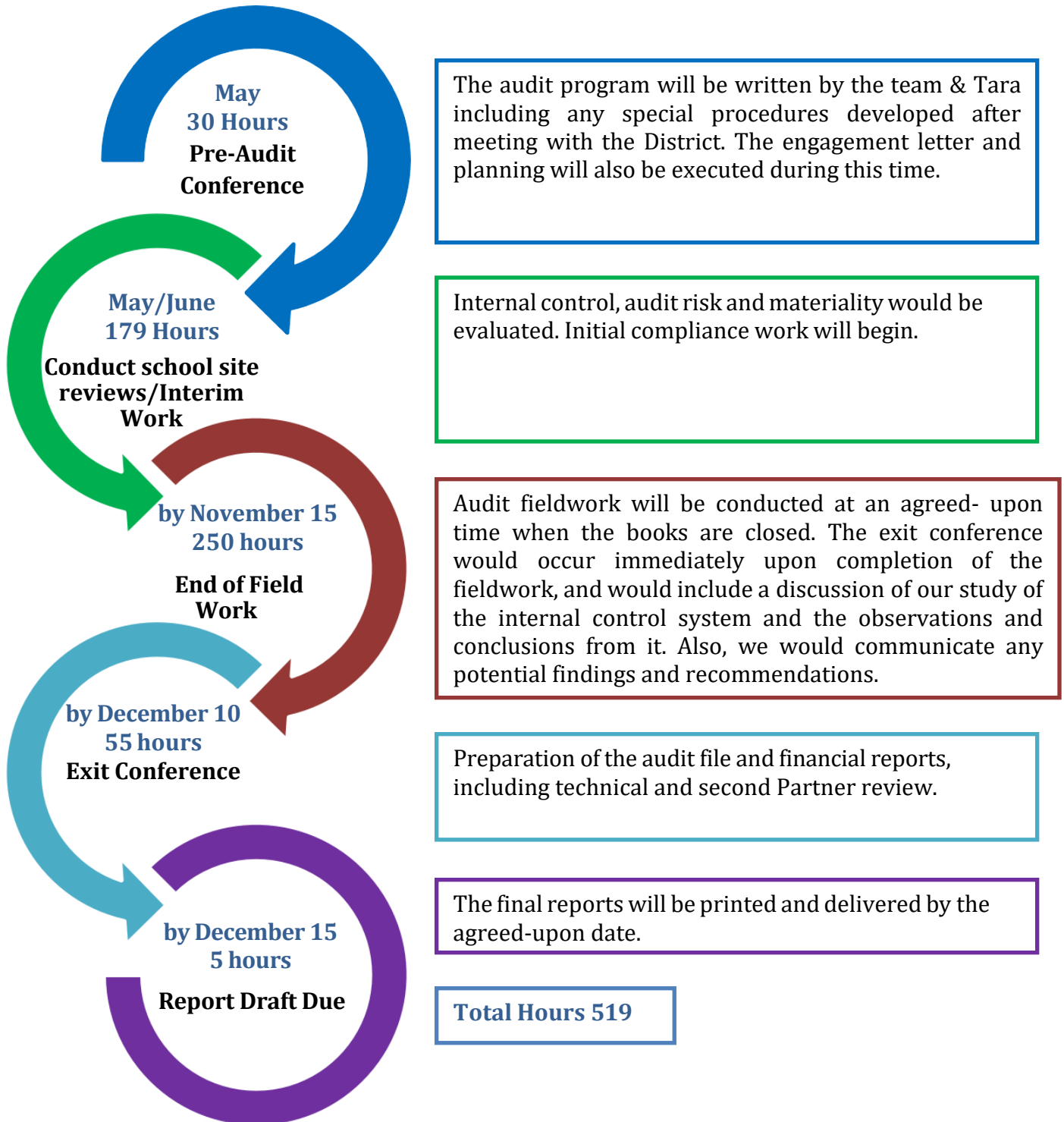
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- Eugene School District
- Hood River County School District
- Oregon Trail School District
- Scappoose School District

## Approach to the Engagement

### Timeline for Completing the Engagements

**Note:** These hours are an estimate based upon our experience auditing municipal governments. Since we do not bill by the hour, other than for special projects, we will spend whatever amount of time is necessary to meet professional standards and perform the audit in accordance with the proposal. Below is the timeline for the audit noted in the RFP.



## Approach of Engagement (Continued)

### Total Hours

	FS Audit Hours	Student Body Hours	Total
Engagement Partner	47	9	56
Concurring Partner	11	2	13
Manager	120	40	160
Engagement Senior	110	10	120
Engagement Staff	160	10	170
<b>Total</b>	<b>448</b>	<b>71</b>	<b>519</b>

### Planning

Annually, our firm develops and updates audit programs for all of our audit clients, specifically tailored for Oregon School Districts. This process involves the firm's Partners, Managers and Senior Associates, and is designed to develop programs that meet all professional standards of the American Institute of Certified Public Accountants and the *Minimum Standards for Audits of Oregon Municipal Corporations*. During this time, the team would contact the District's personnel to discuss areas of emphasis, timing of fieldwork and reporting or other ways our firm can better meet the needs of the District.

To help provide timely audit reports, we normally perform interim work during a mutually agreeable time. We will send an "Audit Itinerary" early in the fiscal year which includes your audit team contact information as well as interim and final audit preparation lists.

### Understanding Eugene School District 4J Internal Controls

During interim work, we perform a review of the accounting records in use and conduct an evaluation of internal control as required by generally accepted auditing standards and, when applicable, *Government Auditing Standards*. Our process of gaining an understanding of internal control entails interviewing various accounting staff to develop written walkthrough documents that highlight key controls and control weakness, filling out control checklists, as well as discussions with supervisory staff on areas where controls may be lacking. Any deficiencies encountered in the accounting records or internal control, together with our recommendations, will be discussed with Management at that time. This procedure may permit implementation of corrective action prior to issuance of the audit report and management letter. The work to be performed would include documentation of our understanding of the District's system of internal accounting controls, initial testing of the accounts payable controls and payroll controls, and initial testing of management's reconciliation procedures for higher risk balance sheet accounts such as cash and investments. Our audit procedures will be developed to target risks identified during our risk assessment of all account balances and transaction classes.

For an audit in accordance with the Single Audit Act, we begin our study and evaluation of the internal control system governing the federal financial assistance programs and begin to assess control risk. This is performed using checklists and procedures developed through years of experience and the most

## **Understanding Eugene School District's Internal Controls (Continued)**

current authoritative guidance. We will also thoroughly research the federal grants selected and use all the OMB circulars and compliance supplements for all areas that we test. Samples are taken and tests performed to ensure processing of data in accordance with prescribed policies and procedures and good management practices. All samples will be the product of "random" sampling, and sample sizes are in accordance with GAO's government auditing standards requirements and will be large enough to assess the control risk at the low level. This work is done once we receive issued federal compliance supplements which are expected in late summer but can be as late as October/November which was the case in 2021.

Also, we can document the District's compliance with many of the laws and regulations applicable to a Single Audit such as allowable cost, Davis-Bacon Act and procurement procedures. Any problems encountered during our interim tests will be discussed with Management at the conclusion of our on-site interim fieldwork.

### **Analytical Procedures and Substantive Audit Tests**

In conjunction with the District's personnel, we will schedule a period of time to complete the final work at the District. The audit team would usually consist of two to three accountants. During this time, we will complete our testing of the internal control system and begin substantive testing of the District's accounts.

Once we get a copy of the final general ledger we will perform an initial analytic review that will highlight areas where there may be significant changes from prior years. We will then determine if these changes are reasonable and this will dictate the level of risk and testing to be applied to each area of the audit.

The substantive testing will include independent confirmations where practical and needed, or examination of subsequent activity, when efficient. Our procedures will include testing the reconciliation of the District's property tax receipts with those of the County Treasurer, confirmation of revenues received from the State of Oregon and confirmation of any other significant grants or revenues. Tests of expenditures will include sampling of both accounts payable and payroll cycles to ensure adequate coverage. On certain accounts we will perform detailed analytic work that would entail predicting the ending account balance and comparing that with the actual balances, and then determining if the difference is reasonable. If not, we would perform additional tests on that account. We will also perform detailed substantive tests on all other significant balance sheet and income statement accounts.

If there are any audit adjustments we will discuss this with management and give you our reasoning before we proceed with the adjustment. We won't surprise you with journal entries that are not discussed!

We would complete the grant compliance review during this phase, if necessary. Our program guides will be completed and conclusions documented relating to the assertions implicit in grant compliance and financial reporting.

### **Financial Reporting Review and Analysis**

The reporting phase of the engagement will be initiated in the field and completed in our office after completion of on-site fieldwork. The reporting phase would be handled by the team. This phase of the audit will include completion of our audit files, analysis and comparisons, as well as a detailed review of the financial statements.

## **Financial Reporting Review and Analysis (Continued)**

The review component of the audit includes a review of all workpapers, documents and the financial reports by the team involved in the audit, as well as the compliance manager and manager on the job. At a minimum your audit file and financial statements have three different reviews. The Concurring Partner also performs a technical review of the financial statements and reviews the workpapers for completeness and reviews any important accounting issues, the communication of internal control matters and communication with the governing body, if applicable, and the attorney letter.

## **Use of Eugene School District 4J Personnel**

This proposal is based on the anticipated cooperation of District's personnel and the assumption that the District's books will be balanced, reconciled and all accruals made. It is also understood that the District will prepare all mutually agreed-upon internal financial schedules, and upload all requested files to our secure Sharefile portal. The schedules we request the District to prepare are no more than those which would be required to prepare a hard, well-documented close of the books at year-end. We request the District prepare all confirmation letters, retrieve documents, answer questions and, of course, prepare the financial statements as early in the audit process as possible so that we can audit the financials.

We do not foresee any anticipated issues with the audit of the District. However, it is possible that issues will arise during the course of the audit. We will keep you up to date of any major audit issues as we become aware of them.

## **Ability and Willingness to Provide Constructive Suggestions**

Due to our extensive experience with Oregon governmental audits, we are able to focus on the critical areas and perform the audit in the most efficient manner possible. We can offer valuable suggestions to the District, as well as compare your procedures with other similar entities. These advantages have kept us in the forefront of municipal auditing in Oregon. As we audit and advise clients, major issues are addressed and solved. We then rely on conversations with client management to address minor issues, and advise upper management and Governing Bodies of our clients when major issues arise.

We are not shy in discussing sensitive topics with any level of management. We never blind-side our clients with un-reviewed management letter comments, and are agreeable to modifying language that does not dilute the message but enhances readers' understanding of the issues.

## **Board of Directors**

Annually in the planning phase we will send a letter to the Board of Directors requesting information on potential audit areas of interest that we should delve into further. We find that this questionnaire is essential in designing our audit tests. For each issue identified in the questionnaire we will gain a better understanding of the issue and address it as part of our audit process. Upon completion of the audited financial report we will send the Board a letter detailing the findings of our audit as well as a description of key audit areas and future accounting and auditing pronouncements.

## Reports

We will issue the following reports:

- Independent Auditors' Report.
- Independent Auditors' Report Required by Oregon State Regulations.
- Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.
- Independent Auditors' Report on Compliance for each Major Program and on Internal Control over Compliance Required by the Uniform Guidance.
- Letter from Contractor detailing any internal control concerns noted during their site visits to the 4 selected schools.
- A Management Letter or Report to management shall be required every year. All findings shall be reviewed with the Director of Financial Services and financial reporting team prior to finalization and issuance. Written responses prepared by the District will be included in this letter/report.

**Audit Services Fees**

Our not-to-exceed fees for the years ending June 30, 2023, 2024, 2025, 2026, and 2027, for Eugene School District 4J are listed below. The fees are based on the anticipated cooperation of the District’s staff, and on the assumption that the books will be closed, balanced and all appropriate accounts reconciled to the detail and that the trial balance will have been prepared and made available to us before we begin our final fieldwork. It also includes the auditing standards in effect for this year, but not changes in standards or potential scope of work changes that might occur in future years. These fees are inclusive of all staff time, all services outlined below and all of our out-of-pocket expenses for travel, and supplies.

Telephone calls and emails from the District seeking advice or assistance are welcomed anytime during the year, and such calls are anticipated as part of the total proposed fee. Our willingness to provide minor technical assistance throughout the year without billing for additional services has been one of the trademarks of Pauly, Rogers and Co., P.C. A great deal of discussion is expected to occur during the year, all of which helps the auditors, as well as the District properly deal with issues as they arise.

Fees	Yearly	2023	2024	2025	2026	2027
Audit		\$ 68,000	\$ 70,100	\$ 72,200	\$ 74,300	\$ 76,500
Student Body AUP		8,000	8,100	8,200	8,300	8,400
		<u>\$ 76,000</u>	<u>\$ 78,200</u>	<u>\$ 80,400</u>	<u>\$ 82,600</u>	<u>\$ 84,900</u>

**We do not bill by the hour for audits except special projects. So we have not extended the hours by our normal billing rates. We know what it takes to complete an audit and will put in all efforts to complete it professionally without the constraint of being subject to only performing hours in accordance with a budget.**

**Rates for Additional Professional Services**

Pauly, Rogers and Co., P.C. can provide the District with a variety of services in addition to the annual audit. Special reports, projects or other work undertaken at the client’s request is billed at the following hourly rates for 2021: Managing Partner \$200, Partner \$180, Manager \$150, Senior Associate \$140, Associate and Staff Accountant \$120 and Support Staff \$55. At the time of the request, we would estimate the fee to be charged and seek written approval of that fee. Special projects could be unit-priced or receive a reduced fee if they were scheduled at times when we are less busy with audit work.

We are confident you will find our firm has the experience and ability to provide the excellent auditing and advisory services you require. You need a firm that understands how School Districts operate. We are on the leading edge of governmental auditing in the State of Oregon, serving more entities than any other firm. We want to continue to be Eugene School District’s auditors!

## ATTACHMENT A ADDITIONAL REPRESENTATIONS

In addition to the foregoing general information, the Proposer certifies that:

1 Consultants and firm specialists mentioned in response to this request for proposal can only be changed with the express prior written permission of the District, which retains the right to approve or reject replacements.

2 The Proposer, if an individual, is of lawful age; is the only one interested in this proposal; and that no person, firm, or corporation, other than that named, has any interest in the proposal, or in the contract proposed to be entered into.

3 The Proposer, and each person signing on behalf of any Proposer, certifies, and in the case of a joint proposal, each party thereto certifies as to its own organization, that to the best of their knowledge and belief:

- The fees and rates in the proposal have been arrived at independently without collusion, consultation, communication, or agreement for the purpose of restraining competition as to any matter relating to such prices with any other Proposer or with any competitor;
- Unless otherwise required by law, the fees and rates that have been quoted in the proposal have not been knowingly disclosed by the Proposer prior to the proposal deadline, either directly or indirectly, to any other Proposer or competitor;
- No attempt has been nor will be made by the Proposer to induce any other person, partnership, or corporation to submit or not to submit a proposal for the purpose of restraining trade;
- No School Board member or other officer, employee, or person, whose salary is payable in whole or in part from the District, has a direct or indirect financial interest in the proposal;
- Said Proposer is not in arrears to District upon any debt or contract, and is not a defaulter, as surety or otherwise, upon any obligation to District and has not been declared irresponsible, or unqualified, by any department of District or the State of Oregon, nor is there any proceeding pending relation to the responsibility or qualification of the Proposer to receive public contracts, except (if none, Proposer will insert "none"): NONE

4 The Proposer has examined all parts of this Request for Proposal, including all requirements and contract terms and conditions thereof, and, if its proposal is accepted, the Proposer shall execute a contract which incorporates the stated requirements, proposal response and terms and conditions.

5 The Proposer fully understands and submits its proposal with the specific knowledge that:

- The selected proposal must be approved by the School Board.
- In the event that the Proposer's response is accepted, the proposal will be incorporated into a contract containing general terms and conditions as provided in the Request for Proposal, and the appropriate District authority must approve the resultant contract.

**Signature**

The undersigned hereby certifies to the truth and accuracy of all statements, answers, and data contained in this proposal and application, and hereby authorizes Eugene School District 4J to make any necessary examinations or inquiries in order to make a determination as to the qualifications and responsibility of the Proposer. The undersigned has examined all parts of this RFP and understands that it is completely discretionary with the Selection Committee whether to accept, reject, or negotiate its proposal submitted pursuant thereto.

Name of Proposer: Tara Kamp, CPA, PAULY, ROGERS AND CO., P.C.

Signature of Proposer: *Tara Kamp, CPA*

Title: Partner

Date: November 1, 2022

ATTACHMENT B  
REFERENCES

Provide the names and addresses of five (5) agencies your company has provided services similar herein. District may perform reference checks to evaluate existing service.

VENDOR NAME: PAULY, ROGERS AND CO., P.,C.

Customer Identification: Tigard Tualatin School District  
Address: 6960 SW Sandburg  
City: Tigard State: OR Zip: 97223  
Contact Name/Title: David Moore, CFO  
Phone Number: ( 503 ) 431-4016 Email: dmoore@ttsd.k12.or.us

Customer Identification: Medford School District  
Address: 680 Biddle Road  
City: Medford State: OR Zip: 97504  
Contact Name/Title: John Petach, Controller  
Phone Number: ( 541 ) 842-1036 Email: john.petach@medford.k12.or.us

Customer Identification: Oregon City School District  
Address: 1417 - 12th Street  
City: Oregon City State: OR Zip: 97045  
Contact Name/Title: Jason Jensen, CFO  
Phone Number: ( 503 ) 785-8000 Email: jason.jensen@orecity.k12.or.us

Customer Identification: Hood River County School District  
Address: 1011 Eugene Street  
City: Hood River State: OR Zip: 97031  
Contact Name/Title: Doug Holmes CFO  
Phone Number: ( 541 ) 387-5010 Email: doug.holmes@hoodriver.k12.or.us

Customer Identification: Parkrose School District  
Address: 10636 NE Prescott Street  
City: Portland State: OR Zip: 97220  
Contact Name/Title: Sharie Lewis, Director of Business Services and Operations  
Phone Number: ( 503 ) 408-2103 Email: sharie\_lewis@parkrose.k12.or.us

ATTACHMENT C  
SIGNATURE PAGE

The undersigned proposes to furnish all supplies or perform all work as listed in the Statement of Work, for the price(s) stated; and that all articles supplied under any resultant contract will conform to the specifications herein, to be fit and sufficient for the purpose manufactured, merchantable, of good material, workmanship, and free from defect.

The undersigned agrees to be bound by all applicable laws and regulations, the accompanying specifications, and by the District policies and regulations.

The undersigned, by submitting a proposal, represents that:

- The Proposer has read and understands the specifications and any drawings or attachments and the Proposer is made in accordance herewith.
- The proposal is based upon the materials, equipment, and systems required by the specifications unless otherwise noted. Failure to comply with the specification or any terms of this Request for Proposal may disqualify the Vendor as being non-responsive.

The undersigned certifies that the proposal has been arrived at by Vendor independently and has been submitted without any collusion designed to limit independent competition.

The undersigned certifies that he has received and duly considered all addenda to the specifications and that all costs associated with all addenda have been included in this proposal:

Addenda: No.   0   through No. \_\_\_\_\_ inclusive.

**NON-DISCRIMINATION CLAUSE**

The Proposer agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, color, religion, sex, national origin, physical or mental handicap, sexual orientation or age unless based upon bona fide occupational qualifications with regard to, but not limited to, the following: employment upgrading; demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; and/or rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred from receiving awards of any purchase order from the District, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

**RESIDENT CERTIFICATE**

The Bidder, pursuant to ORS 279A.120(1), (check one) is   X   or is not \_\_\_\_\_ a resident Bidder. If not, indicate State of residency: \_\_\_\_\_ .

**PAY EQUITY CERTIFICATE**

This certificate is required if Proposer employs 50 or more full-time workers and the prospective contract price is estimated to exceed \$500,000. [This requirement does not apply to architectural, engineering, photogrammetric mapping, transportation planning or land surveying and related services contracts.] Does a current authorized representative of Proposer possess an unexpired Pay Equity Certificate issued by the Department of Administrative Services? YES  / NO  / N/A . [If the certificate was provided with the

Bid or Proposal submitted for a solicitation related to the prospective contract, then it is not necessary to resubmit it. **Otherwise, if applicable, submit a copy of the certificate with this form.**]

We therefore offer and make this proposal on furnishing the requested product and services at the prices indicated herein in fulfillment of the specifications of Eugene School District 4J.

Vendor Organization Legal Name: PAULY, ROGERS AND CO., P.C.

Address: 12700 SW 72nd Avenue

City: Tigard State: OR Zip: 97223

Signer Name/Title: Tara Kamp, CPA, Partner

Phone Number: ( 503 ) 620-2632 Email: tarak@rascpas.com

SIGNATURE: *Tara Kamp, CPA* DATE: November 1, 2022

ATTACHMENT D  
TAX CLASSIFICATION

Payment information will be reported to the Internal Revenue Service under the name and TIN or SSN, whichever is applicable, provided by the Contractor. Contractor certifies under penalty of perjury that Contractor reports to the IRS under the tax classification checked below.

- Individual/sole proprietor or single-member LLC
- Partnership
- C Corporation
- S Corporation
- Trust/estate
- Limited Liability Company: Enter classification: C= C corporation S=S corporation, P=partnership) \_\_\_  
**Note:** Check the appropriate above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.
- Exempt Payee: Enter type of organization: \_\_\_\_\_  
**Note:** See IRS Form W9 for types of payees exempt from backup withholding

**Taxpayer Identification Number (TIN):** 93-0936123

*The TIN provided must match the name given above to avoid backup withholding. For individuals, this is generally your social security number (SSN). For other entities, it is generally your employer identification number (EIN).*

**Vendor Statement**

*Vendor represents and warrants that Vendor has complied with the tax laws of this state or a political subdivision of this state, including but not limited to Oregon Revised Statute (ORS) 305.620 and ORS chapters 316, 317 and 318. Vendor covenants that Vendor will continue to comply with the tax laws of this state or a political subdivision of this state during the term of this contract. Failure by the Vendor to comply with the tax laws before the execution of this Contract or during the term of this Contract is a default for which the District may terminate this Contract and seek damages and other relief available under the terms of this Contract or under applicable law.*

*MAM Kang, CPA*  
Vendor Signature, Title

11/1/2022

Date

**ATTACHMENT E  
CERTIFIED DISADVANTAGED BUSINESS OUTREACH PLAN**

Proposer Name: Pauly, Rogers, and Co., P.C. Date: 11/1/2022

Contact Name: Tara Kamp, CPA Telephone: 503-620-2632 E-Mail: tarak@rascps.com

“Certified Firm” means a small business certified under ORS 200.055 by the Oregon Certification Office for Business Inclusion and Diversity (COBID) as minority-owned businesses, woman-owned businesses, businesses that service-disabled veterans own, and emerging small businesses.

Certified Firms must have an equal opportunity to participate in the performance of contracts financed with state funds. By submitting its offer, Proposer certifies that it has taken, and if there are further opportunities, will take reasonable steps to ensure that Certified Firms are provided an equal opportunity to compete for and participate in the performance of any subcontracts resulting from this procurement.

The information submitted in response to this clause will not be considered in any scored evaluation.

**1 Is Proposer an Oregon certified firm?** Yes  No

If yes, indicate all certification type(s): DBE  MBE  WBE  SDV  ESB  and supply Oregon State Certification Number: \_\_\_\_\_

**2 Include a list of Certified Firms that Proposer has had a contractual relationship with within the last two years.**

**3 Include a list of firms that Proposer has had a contractual relationship with within the last two years that are not Certified Firms but may be minority-owned, woman-owned, service-disabled veteran-owned or emerging small businesses.**

**4 Does Proposer foresee any subcontracting opportunities for this procurement?** Yes  No

- If no, do not complete the rest of this form and submit this first page with your Proposal.
- If yes, please complete the following page and submit all pages with your Proposal.



This contract award executed by Eugene School District 4J (District) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between the School District and Pauly, Rogers and Co., P.C. (Pauly):

- 1. RFP 23-179, dated September 30, 2022 (“RFP”);
- 2. Pauly response to the RFP, dated November 1, 2022 (“Proposal”);
- 3. RFP 23-179 Addendum 1, dated October 17, 2022 (“Addendum 1”);
- 4. Additional services quote for Financial Statements (“Financial Statements”).

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of the District and Pauly.

**Term.** The term of the agreement begins July 1, 2023 through June 30, 2024 with option to extend for four (4) one (1) year periods.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

**Eugene School District 4J**

**Pauly, Rogers and Co., P.C.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**PAULY, ROGERS AND Co., P.C.**  
12700 SW 72<sup>nd</sup> Ave. ♦ Tigard, OR 97223  
(503) 620-2632 ♦ (503) 684-7523 FAX  
www.paulyrogersandcocpas.com

November 17, 2022

Dustin Hayden  
Purchasing Analyst  
Eugene School District  
Eugene, OR

Thank you for the opportunity to provide a quote for the services outlined below:

We will prepare the financial statements for the Eugene School District for the same years we are under contract starting with the fiscal year 6/30/2023.

The financial statement preparation will include the financial schedules and note disclosures included in the 2021 ACFR report except for the following:

1. Introductory Section
2. MD&A
3. Statistical Section
4. Department of Education Supplemental information

Our fee for each year will be \$9,200.

This fee is inclusive of all staff time, all services outlined above and all of our out-of-pocket expenses. The fee is based on the anticipated cooperation of the District's staff and the anticipation that District staff will provide all information for inclusion in the report.

Sincerely,

Tara Kamp, CPA  
**PAULY, ROGERS AND CO., P.C.**



## ITEM FOR INFORMATION

### **Date of Meeting**

1/18/23

### **Title**

Update to 5-Year Forecast of the General Fund

### **Presenter**

Matt Brown – Director of Financial Services

### **Background**

Each year in January, after enrollment projections have been updated, Financial Services will review and update the 5-year forecast that was done during the budget process.

### **Budget/Resource Implications:**

This forecast predicts revenue within the General Fund based on known historic actuals and predictions on property taxes and state school funds.

### **Recommendation**

No official approval or actions is required by the board for this report.

**EUGENE SCHOOL DISTRICT 4J**  
**GENERAL FUND FINANCIAL FORECAST – January 2023 Update**

Andy Dey  
Superintendent

Prepared by:  
Matt Brown - Director of Financial Services

**Contents**

General Fund - Forecast Data & Charts .....	2
Forecast Assumption & Known Future Changes .....	4
Student Enrollment .....	5

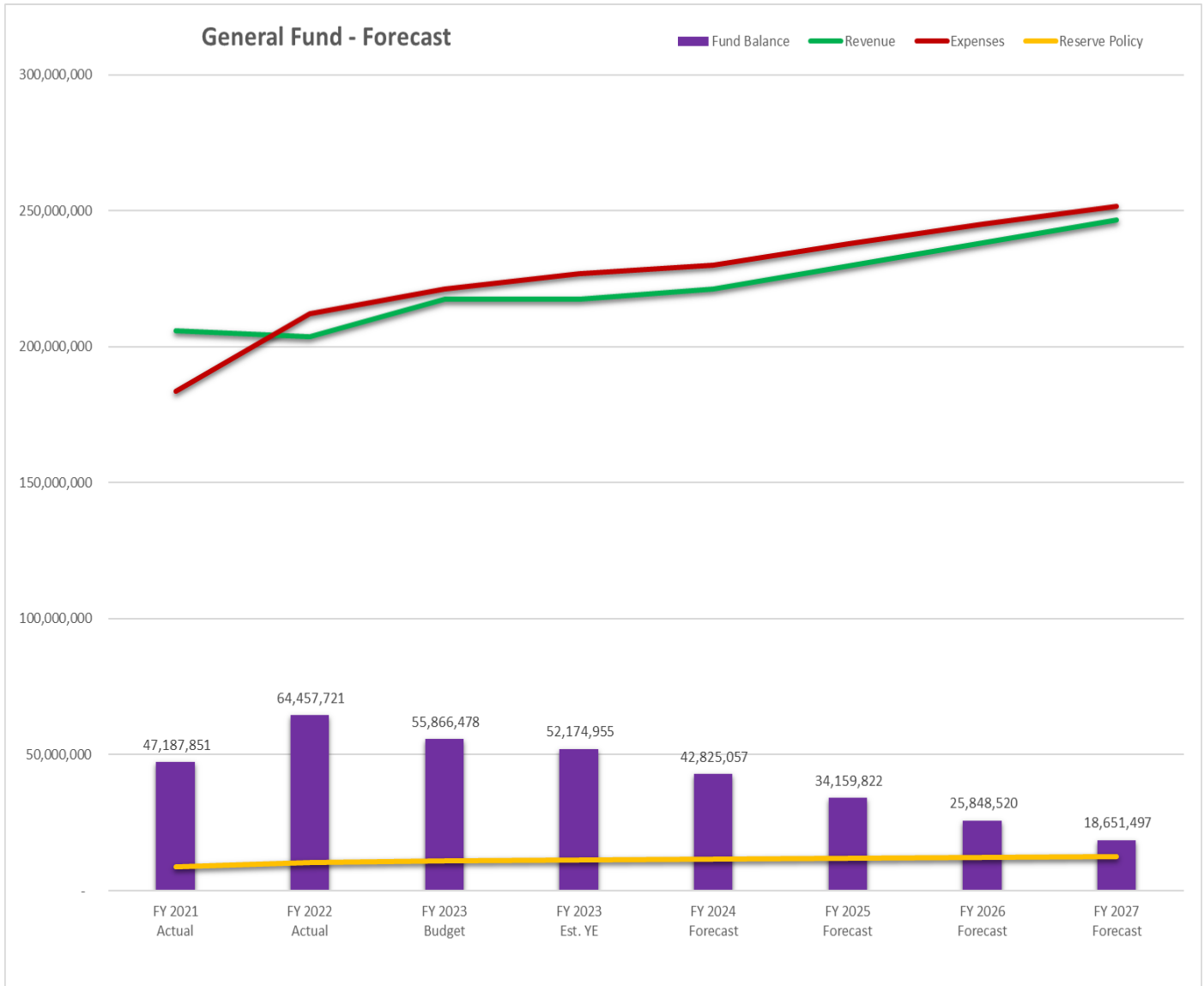
## General Fund - Forecast Data & Charts

### Data

- Red Boxes represent the Biennium year groupings.

REVENUES	FY 2021 Actual	FY 2022 Actual	FY 2023 Budget	FY 2023 Est. YE	FY 2024 Forecast	FY 2025 Forecast	FY 2026 Forecast	FY 2027 Forecast
Property Taxes - Current	75,305,708	78,097,179	80,122,500	80,122,500	82,931,950	85,830,168	88,829,781	91,934,337
Property Taxes - Prior	1,169,129	883,055	1,118,000	1,118,000	1,055,000	1,081,375	1,108,409	1,136,120
State School Fund Grants	100,489,202	94,156,000	104,137,529	104,137,529	105,000,000	110,000,000	115,000,000	120,000,000
SSF Local - County & Common	2,555,502	1,966,291	2,072,137	2,234,942	2,301,991	2,371,050	2,442,182	2,515,447
Total SSF Formula Rev	179,519,541	175,102,525	187,450,166	187,612,971	191,288,941	199,282,593	207,380,373	215,585,904
Local Option Levy - Current	19,525,048	21,674,422	22,013,000	22,013,000	22,232,930	22,455,059	22,679,410	22,906,004
Local Option Levy - Prior	336,821	268,319	372,000	372,000	336,000	345,110	354,473	364,095
Other	6,634,563	6,672,491	7,638,315	7,638,315	7,535,000	7,567,230	7,600,434	7,634,640
<b>TOTAL DISTRICT REVENUE</b>	<b>206,015,973</b>	<b>203,717,757</b>	<b>217,473,481</b>	<b>217,636,286</b>	<b>221,392,871</b>	<b>229,649,993</b>	<b>238,014,689</b>	<b>246,490,643</b>
EXPENDITURES	Actual	Actual	Budget	Est. YE	Forecast	Forecast	Forecast	Forecast
Salaries & Benefits	158,004,222	169,811,990	190,872,004	196,693,184	201,228,790	208,647,711	215,404,177	221,391,492
Materials & Services	17,485,576	31,805,833	23,738,546	23,738,546	24,213,317	24,697,583	25,191,535	25,695,366
Land, Buildings, Improvements	23,926	304,919	181,738	181,738	150,000	150,000	150,000	150,000
Debt Service, Liability Insurance	1,176,527	1,387,970	1,430,519	1,430,519	1,430,000	1,430,000	1,430,000	1,430,000
Facilities/Transportation/Capital	1,185,861	3,465,277	1,766,197	1,766,197	2,100,000	2,100,000	2,100,000	2,100,000
Transfers Out	5,892,433	5,533,011	3,176,000	3,176,000	936,000	936,000	936,000	936,000
<b>TOTAL DISTRICT EXPENDITURES</b>	<b>183,768,545</b>	<b>212,309,001</b>	<b>221,165,004</b>	<b>226,986,184</b>	<b>230,058,106</b>	<b>237,961,294</b>	<b>245,211,712</b>	<b>251,702,858</b>
<b>FUND BALANCE</b>	<b>47,187,851</b>	<b>64,457,721</b>	<b>55,866,478</b>	<b>52,174,955</b>	<b>42,825,057</b>	<b>34,159,822</b>	<b>25,848,520</b>	<b>18,651,497</b>
<b>ANNUAL OPERATING NET</b>	<b>69,435,279</b>	<b>55,866,478</b>	<b>52,174,955</b>	<b>42,825,057</b>	<b>34,159,822</b>	<b>25,848,520</b>	<b>18,651,497</b>	<b>13,439,282</b>
Contingency (2% Policy)	3,557,522	4,135,520	4,359,780	4,476,204	4,582,442	4,740,506	4,885,514	5,015,337
Unappropriated (3% Policy)	5,336,283	6,203,280	6,539,670	6,714,306	6,873,663	7,110,759	7,328,271	7,523,006
<b>Policy Reserve Total</b>	<b>8,893,806</b>	<b>10,338,799</b>	<b>10,899,450</b>	<b>11,190,509</b>	<b>11,456,105</b>	<b>11,851,265</b>	<b>12,213,786</b>	<b>12,538,343</b>

Picture:



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## Forecast Assumption & Known Future Changes

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This document provides information on the development of Eugene School District 4J's long-term financial forecast. Results and key assumptions are summarized below.

### Revenue

- **State School Fund (SSF) Grants** – State funding is assumed to grow by 4.3%
- **Property Taxes** – Assumed to increase between 3.0 - 3.5%
- **Local Option Levy** – Currently budgeted at \$22 Million

### Expenses

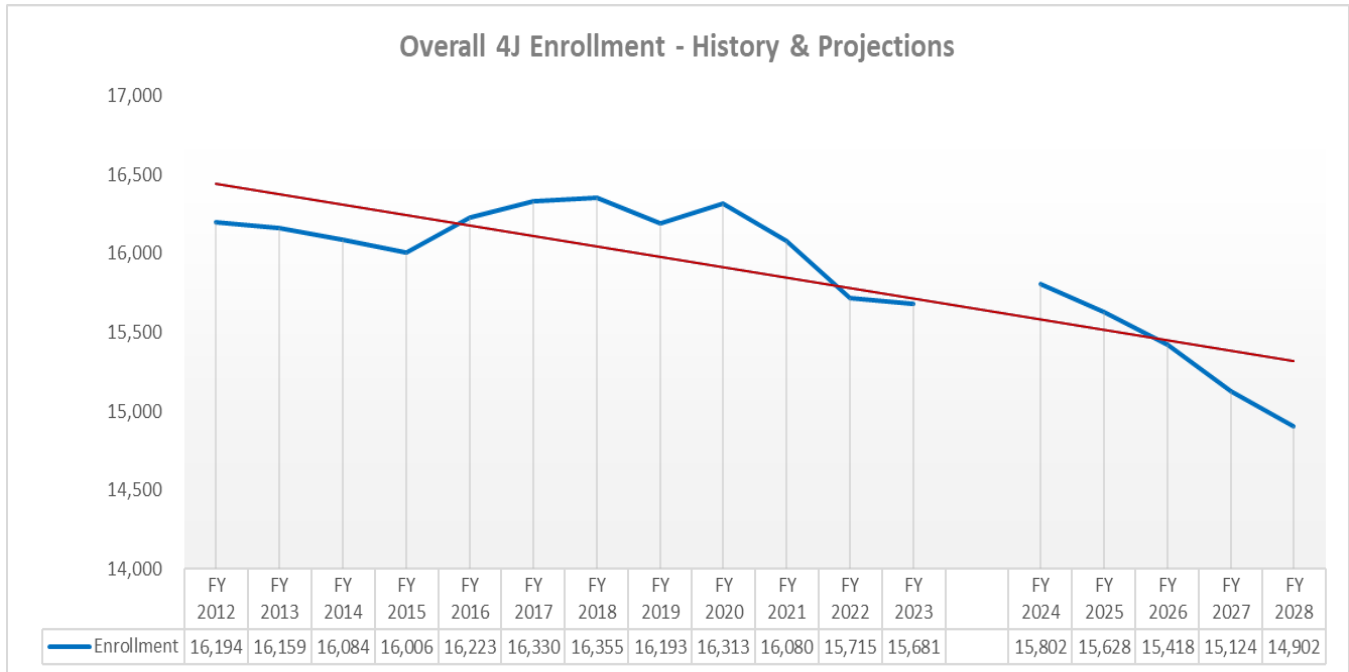
- **Employee Compensation** – Salary costs have been updated in the Year-End Estimate for FY 2023
  - Licensed (EEA) have an agreement in place from 2021 through 2024
  - Classified (OSEA) have an agreement in place from 2022 through 2025
  - Administration (MAPS) has an agreement through 2021. MAPS agreed to a 4% COLA for 2022 as a memorandum
  - Substitutes (EAST) have an agreement in place from 2022 through 2025
- **Public Employee Retirement System (PERS) Rate** – As the District's mix of Tier 1, 2 and OPSRP employees changes with retirements and new hires, the composite rate adjusts to recognize the difference in PERS contribution rates. In FY 2023, the composite rate is projected to decreased to 30.1% of salaries for the year based on new employees coming into the district at OPSRP rates and retirements in Tier1 & 2 employee classifications.
- **Materials & Services** - Assumed to grow at 2% in forecasted years
- **Transfer** – Some annual transfers for several areas are not currently shown in forecasted years. The following transfers have been completed in the past, but are not forecasted:
  - Student Technology - \$1.5 million
  - Staff Technology - \$1.0 million
  - Curriculum - \$1.0 million
  - Equipment Replacement - \$750,000

Nutrition Services received a transfer of \$936,000 in FY 2022 and is estimated similarly in FY 2023. Future transfers will increase and increase heavily once state/federal support is removed for free lunches. A board discussion/decision will need to be made in the future to ensure the Nutritional Services Fund remains appropriately funded.

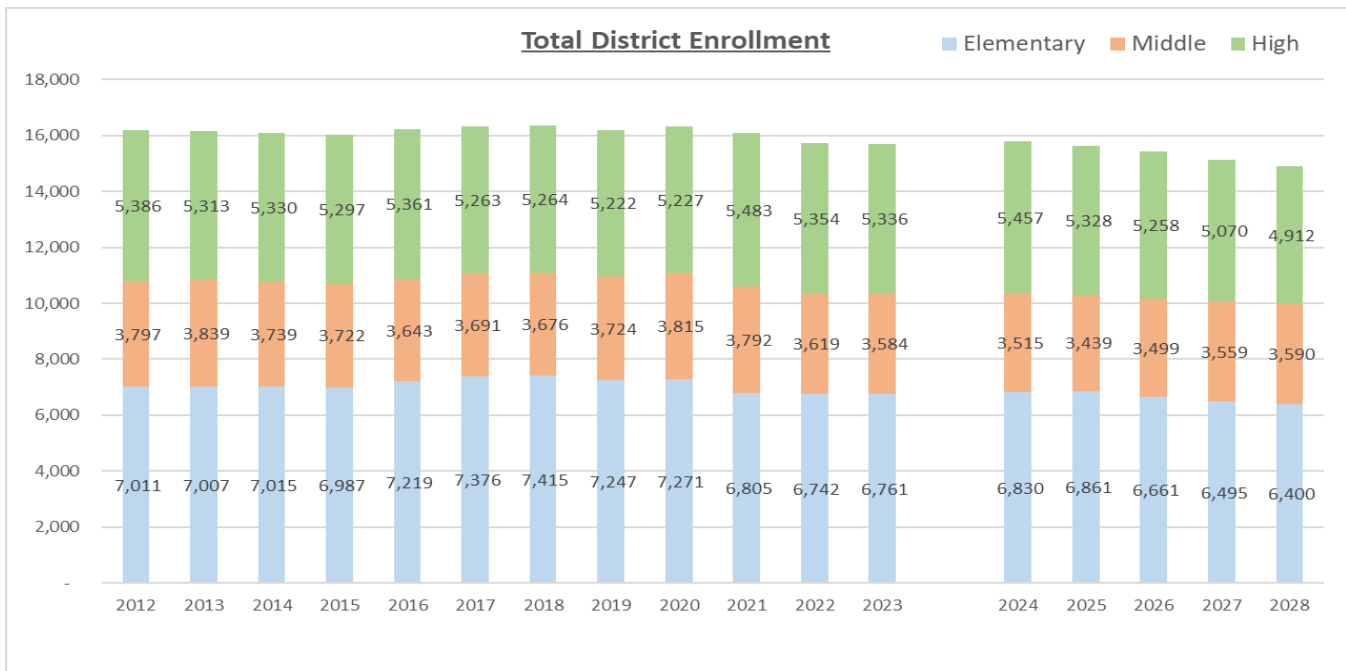
### Upcoming Changes & Future Discussions for the General Fund

- Adding/Creating Departments (Risk Management, Communications, etc.) in FY 2024 to better identify strategic goal areas and dedicated resources.
- Unknown Salary/Benefit Expenses after 2024 for Licensed Union (EEA)
- Unknown Salary/Benefit Expenses after 2025 for Classified Union (OSEA)
- Unknown Salary/Benefit Expenses after 2022 for Administration (MAPS)
- Unknown Salary/Benefit Expenses after 2025 for Substitutes Union (EAST)
- Local Option Renewal (go out in Nov 2024?)

## Student Enrollment



Student enrollment is expressed as resident average daily membership (ADMr) – enrollment adjusted by expected student attendance levels. It represents the average annual enrollment for the year. The state uses ADM as the basis for allocating funds under the State School Fund formula and provides additional weighting (ADMw) for special education, students in poverty, English as a Second Language Learners (ESL), and pregnant and parenting students. The District also receives funding for students placed in alternative education programs or enrolled in District sponsored charter schools. The ADMr shown above excludes District sponsored public charter schools.







## ITEM FOR INFORMATION

### **Date of Meeting**

January 18, 2023

### **Title**

SIA Evaluation Report

### **Presenter**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff

### **Background**

The attached SIA evaluation report is a high level summary of the district's performance during the last SIA cycle. The grant requires that all of our activities are based on the following categories:

- Well-Rounded Education
- Health & Safety
- Instructional Time
- Class Size Reduction

The district implemented 9 different programs attached to these areas which resulted in 85 different activities. The state measures our success in this grant to five Key Progress Indicators which are further disaggregated by Race and Focal Area. The five common metrics that ODE analyzes are as follows:

- 4 Year Graduation Rate
- 5 Year Completion Rate
- 9th Grade on Track
- Regular Attendance
- 3rd Grade ELA (English Language Arts)

This Integrated Guidance grant (which now includes High School Success and CTE) requires that the district design programs and activities that will close achievement gaps and raise overall achievement in these 5 areas.

### **Options and Alternatives:**

The district is currently in the process of assessing the effectiveness of the nine programs and 85 activities of the SIA grant along with the High School Success grant and Perkins funding. The result of that reflection will inform future recommendations for the Integrated Guidance Grant process.

### **Recommendation**

Dr. Dey will be bringing before the board a recommendation for the next round of funding through the Integrated Guidance process. This grant application must be submitted by March 31 and will need to be approved by the board prior to its submission.

# Eugene School District 4J Integrated Guidance Planning

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School Board Overview  
January 18, 2023

# Guiding our investments

Oregon has reinvested in K-12 education in recent years such as :

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- High School Success
- Student Investment Account
- Continuous Improvement Planning
- Every Day Matters
- CTE Grants

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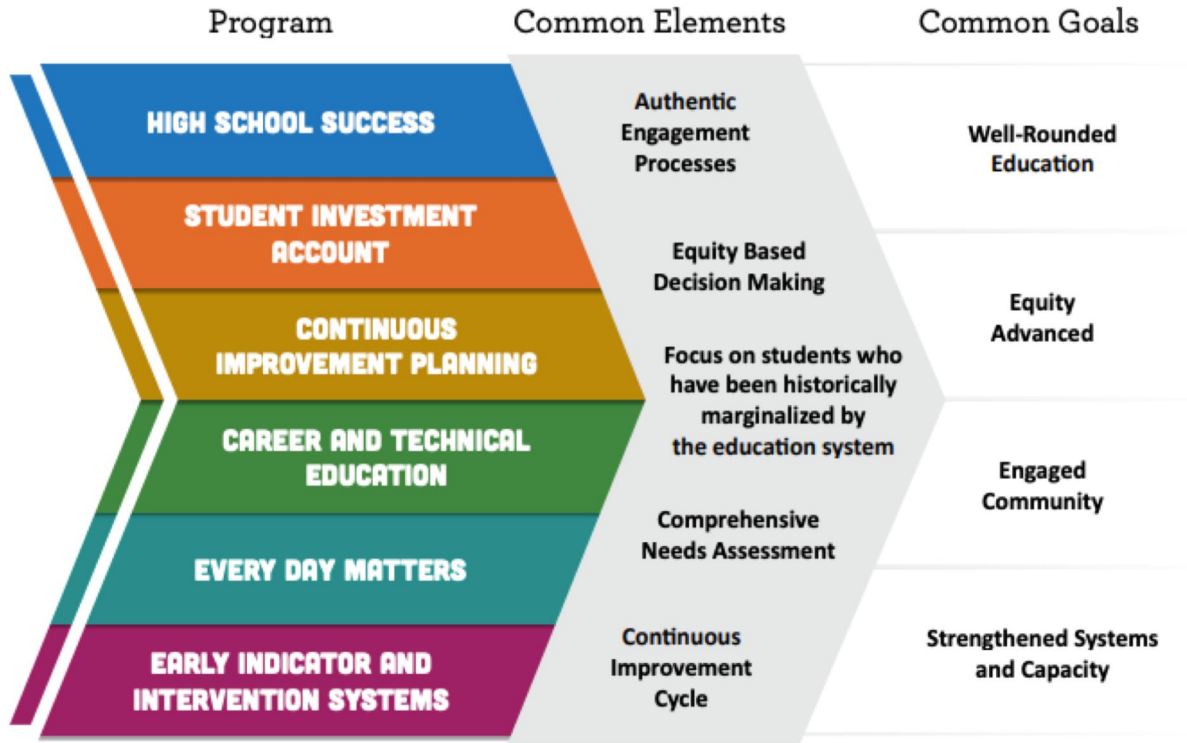
# Our guiding foundation

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## Grounding our work in three big rocks:

- Timely communication and meaningful engagement
- A coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved
- Safety and wellbeing for students and staff





**COMMON METRICS - LONGITUDINAL PERFORMANCE GROWTH TARGETS:**

1. [Four-year Graduation](#): The percentage of students earning a regular or modified diploma within four years of entering high school.
2. [Five-year Completion](#): The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. [Third Grade Reading](#): The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. [Ninth Grade On-Track](#): The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. [Regular Attenders](#): The percentage of students attending more than 90 percent of their enrolled school days.

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# Guiding our investments



# Integrated guidance and our three big rocks



## **Engaged Community**

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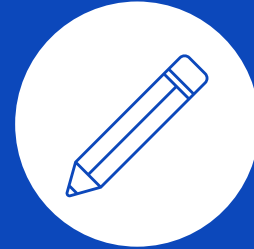
Timely  
Communication and  
Meaningful  
Engagement



## **Equity Advanced**

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A coordinated cohesive focus  
on equitable access and  
advancement for all with an  
amplified focus on the desires  
of those who have been  
historically underserved



## **Well-Rounded Education**

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Safety and  
Well-being of  
students and staff



# Project Overview

- 1 **Evaluation:** Completed
- 2 **Engagement:** In-progress
- 3 **List of Strategies:** In-progress
- 4 **Budgeting:** Up Next
- 5 **Board Presentation:** 3/1
- 6 **Submitting Report:** Due 3/31

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# 1. Evaluation Overview

- 4J made significant investments in equitable outcomes for marginalized groups.
- There is evidence 4J is on track despite the effects of Covid on student performance.
- We have invested in and created systems and supports that should continue to grow in effectiveness in supporting student success.

## Progress made

While a decline associated with COVID persists, a movement back to prior levels is apparent.

With the exception of attendance, with a decline likely associated with COVID, there is a generally positive trend throughout the KPIs...but we still have room for lots of improvement.

In focal group populations of greatest interest to ODE that were the focus of SIA investments, there are identifiable and specific examples of progress.

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Class	Description	% of Total	\$	12,195,273
WRE	Improving 3rd Grade Reading	26%	\$3.2M	
WRE	Learning for All	18%	\$2.2M	
WRE	Improving Programs for ELD Students	5%	\$0.6M	WRE - Total
WRE	Enhancing the Natives Program	2%	\$0.2M	51%
H&S	Implementing the Behavioral Framework	15%	\$1.8M	H&S - Total
H&S	Wraparound Services	14%	\$1.8M	29%
IIT	BEST After School Program	6%	\$0.8M	
IIT	HS 9th Grade Humanities	4%	\$0.5M	IIT - Total
IIT	Summer Program			10%
RC	Class Size Reduction	3%	\$0.3M	
ADMIN	Administrative - Various	4%	\$0.5M	
Well-Rounded Education (WRE)		Health & Safety (H&S)		
Reduction Class Size (RC)		Instructional Time (IIT)		

# Overview of SIA Initiatives

With spending by percentage



Class	Description	% of Total	\$ 12,195,273
WRE	Improving 3rd Grade Reading - Eric Anderson	26%	WRE - Total 51%
WRE	Learning for All - Kat Lange and Misael Flores	18%	
WRE	Improving Programs for ELD Students - Misael Flores	5%	
WRE	Enhancing the Natives Program - Larry Williams	2%	
H&S	Implementing the Behavioral Framework - Kat Lange	15%	H&S - Total 140 29%
H&S	Wraparound Services - Misael Flores	14%	
IIT	BEST After School Program - Casandra Kamens	6%	IIT - Total 10%
IIT	HS 9th Grade Humanities - Greg Borgerding	4%	
IIT	Summer Program - Casandra Kamens		
RC	Class Size Reduction - Oscar Loureiro	3%	Total 100%
ADMIN	Administrative - Various	4%	
	Charter School	3%	
Well-Rounded Education (WRE)		Health & Safety (H&S)	
Class Size (RCS)		Instructional Time (IIT)	



## 2. Engaged Community <sup>141</sup>

**In 2019**, 4J engaged our community through:

- In depth community surveys
- Community meetings

This fall we asked the district decision-leadership team:

- How did the engagement process go?
- How can we improve that process?

# Deeper and more targeted focus

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## Values:

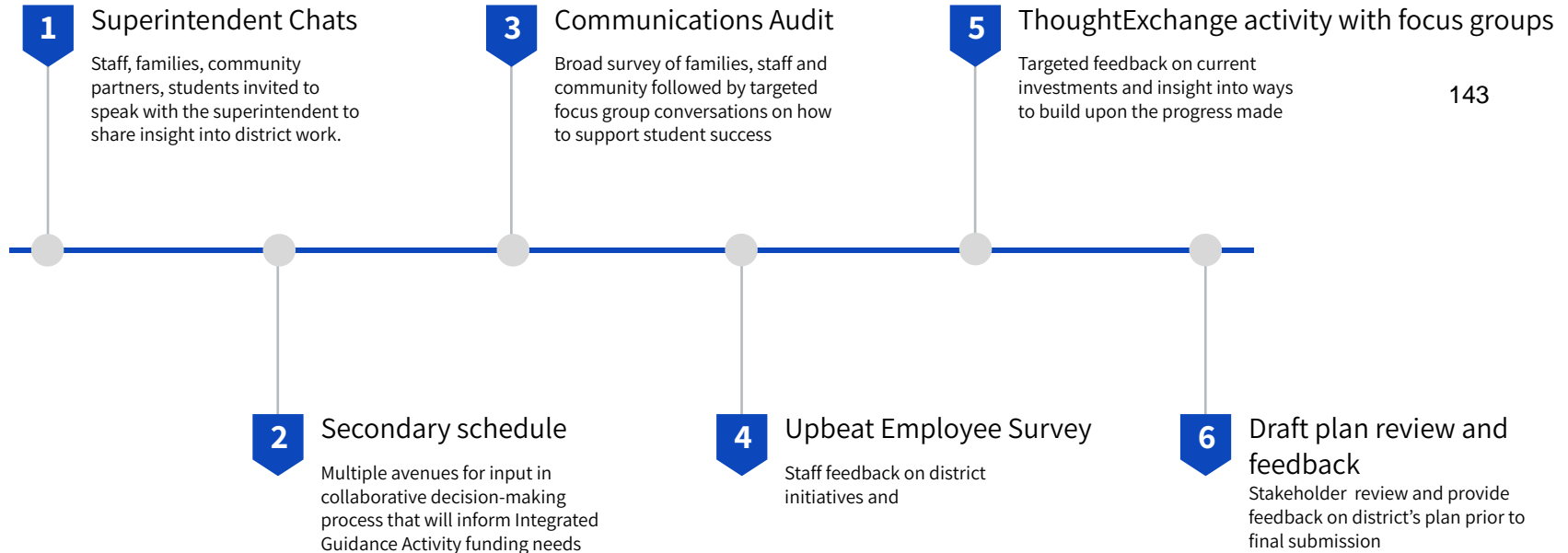
- Commitment to quality decisions that include many voices, perspectives and feedback
- Clearly integrated Equity Lens, thoughtfully applied across decision-making areas

## Foundation:

- Timely communication and meaningful engagement
- Equitable outcomes for ALL students
- Student & Staff Safety & Wellbeing



# Engagement activities informing plan:



# 3. List of Strategies



Instruction teams are currently reviewing evaluation of programs, feedback and preparing a list of key strategies and activities that will guide our investments and work



# Next steps

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- List of Strategies: February 1
  - Build out Budget: Month of February
  - Plan Overview: March 1
  - Plan Approval: March 15
- 



# Questions?

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## ITEM FOR ACTION

### **Date**

January 18, 2023

### **Title**

Consider Renewal of the Public Charter School Contract with Network Charter School

### **Presenters**

Cassandra Kamens  
Cydney Vandercar

### **Background**

On October 28, 2022, Network Charter School submitted a letter requesting that the district renew their charter school contract. In accordance with ORS Chapter 338.065(4 & 5) and revised Board Policy LBE - Public Charter Schools, at the December 14, 2022 meeting the board will receive the superintendent's recommendation on this renewal request and at the January 18, 2023 meeting a public hearing will be held.

The Network Charter School is in its 19th year of operation. On May 28, 2003, the District Board approved the Network Charter application. On February 21, 2007, the District Board approved the first renewal of the charter contract between the district and Network Charter School for a period of four years, to expire June 30, 2011. In November 2010, the contract term was extended for one year to provide additional time for the charter school to show extended progress on achieving school improvement goals. In January 2012, the contract term was again extended one additional year to allow time for the school to provide results of an internal evaluation.

In May 2013, Eugene School District 4J placed the Network Charter School on a Plan of Assistance for the reason that the charter school had failed to make significant progress toward meeting its goals and action plans. At the March 2014 meeting, the Board received a process report and elected to continue to implement the Plan of Assistance for the 2014–15 school year to provide the school with additional time to make progress in specified areas. The two areas of deficiency identified in previous School Improvement Plans as well as the Plan of Assistance were mathematics achievement and cohort graduation rates.



In March 2013, the 4J Board approved a five-year renewal of the Network Charter School contingent upon the school’s ability to meet established goals and terms of a plan of assistance.

In January 2018, the 4J Board approved an additional five-year renewal of the Network Charter School. Network Charter School had requested a ten-year renewal for their charter status.

The renewal request does not propose any significant changes to the school’s program within the term of the renewal contract.

ORS Chapter 338.065(4) states that the renewal after the first and second contracts renewal of a charter shall be for a minimum of 5 years but may not exceed 10 years. At this time, Network is requesting a renewal of a ten-year charter. If approved the requested renewal charter contract period would be from July 1, 2023 - June 30, 2033.

**Enrollment**

Network continues to have enrollment lower than allowable in their contract (up to 210 students). However, their enrollment over the past decade has remained stable hovering around 100 students. In this current school year, they have 104 enrolled students in grades 7-13.

SCHOOL	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2022 VS 2018 (IN %)	DIFF 2022 VS 2015 (IN %)
Network School	104	106	119	103	121	123	125	125	1.0	(16.8)
All 4J Charters	848	832	848	836	847	845	851	806	1.4	5.2
4J	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(3.9)	(3.4)

Network continues to serve a unique and high-needs student population with 26% students of color, 42.5% of students with an IEP or 504, and 46.7% of students attending one or more schools during the year.

**Demographic Profile**

Network Charter has a student body that is somewhat reflective of the diversity in the 4J student body as a whole. In terms of race/ethnicity (25.9 percent students of color compared to the approximate 33 percent for the district). In regards to linguistic diversity, Network has no ELL students compared to the 3.8 percent for the district. However, the school has higher percentages of student mobility (over half of their student body left last year and the same number of new students



enrolled) and students in special education (31 percent which is over twice the district percentage).

### **Annual Site Visits and Reviews**

District staff members conduct site visits, review documents and school improvement plans and provide annual reviews to the district board each year. Annual review documents include summaries of student performance and assessments, updates on program modifications, evaluations of financial stability, and suggestions for program improvement. The 2021-22 Annual Review is included as an attachment in this board packet.

### **Renewal Criteria and Findings**

According to Board Policy LBE – Public Charter Schools, the Board’s decision to renew the charter is based on a good faith evaluation of whether the public charter school:

1. Is performing in relation to representations made at the time the existing contract was approved;

*Finding: Network Charter School continues to perform in alignment with its charter vision. The mission states: “Empowering students to find their strengths and interest by providing a web of community resources that emphasize environmentally and socially sustainable ways of living.” Their website states: “Our free, public charter school offers hands-on, community-embedded classes, rich with unique and rewarding learning opportunities. Our Oregon standards-based curriculum taps the expertise of community organizations with a passion for teaching and learning.”*

*The school performs well in relation to the mission and philosophy of their charter. Network Charter School has consistently worked with the community to create a rich and meaningful curriculum for students through their partnerships with 4 local businesses.*

2. Is in compliance with all applicable state and federal laws;

*Finding: Based on information available to 4J staff, it appears that the school is operating in compliance with all applicable state and federal laws.*



3. Is in compliance with the existing charter contract between the public charter school and the district and any other written agreements between the Board and the public charter school;

*Finding: The Network Charter School was in compliance with all provisions of its charter school contract at the end of the 2021-22 school year.*

4. Has responded satisfactorily to requests or requirements made by the district in relation to annual reviews;

*Finding: Network Charter School has responded satisfactorily to the district and provided the required information for annual reviews.*

5. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the district and the public charter school;

*Finding: The Network Charter School submitted a review of their three-year SIP/ESSA plan as well as their plan (both included in the board Packet). The district's 2021-22 annual review found that the Network Charter School has made progress toward each of their SIP goals. While Network has made significant progress on these goals, their identification as a Comprehensive Support and Improvement School continues to raise concerns.*

*Areas of concern that the team identified as needing to be addressed are:*

- *Attendance rates:* Network Charter has experienced a significant drop in 2021-22 in the percentage of students (11%) who attended at least 90% of the days. In a comparable year (before the pandemic) 2017-18, the percentage of regular attenders was 35%, and in 2018-19 it was 28%.
- *4 Year Graduation Rate:* Network has raised its graduation rate over the past three years by over 100%. They are still under the state level one cut rate of 67%. As such they continue to be identified as a Comprehensive Support and Improvement School.
- *Math Achievement:* While Network Charter School has put into place a number of strategies aimed at improving math achievement, the most recent data does not show improvement. In 2021-22 Network Charter School had the lowest proficiency rate (12.5%) in the Math OSAS among all 4J schools with only a 30% participation rate.



- *School Improvement Plan:* At this time Network Charter School has not submitted a completed School Improvement Plan for the 2022-2023 school year to the district. While we understand there has been a significant change in leadership and leadership structure, a comprehensive School Improvement Plan must be finalized and submitted by January 15 (original date was October 1).

6. Is fiscally stable and has maintained a sound financial management system;

*Finding: Network Charter School has maintained a sound financial management system and has continued to have increasing revenue for the previous nine years. Their net position has increased over the last several years and the school continues to be financially stable.*

7. Is in compliance with any renewal criteria specified in the charter of the public charter school.

*Finding: Whereas there are no additional renewal criteria specified in the current charter, the Network Charter School shall negotiate a new charter with district staff within 90 days if granted approval of their renewal request. Any changes to the charter would follow all federal, state, and district requirements.*

*In addition, the Network Charter School is requesting the renewal be extended for the maximum permissible length, ten years. Although Network continues to be identified as a Comprehensive Support and Improvement School, the superintendent is recommending the board approve a ten-year renewal.*

State statute (ORS 338.065) requires that the renewal evaluation described above be based primarily on a review of the public charter school's annual performance reports, annual audit of accounts, annual site visit and annual site review and any other information mutually agreed upon by the public charter school and the board.

### **Options and Alternatives**

Within 30 days after the public hearing, the district must approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. The charter school may then submit a revised renewal request that addresses the reasons for nonrenewal and any remedial measures suggested by the district. If the board does not approve the revised renewal request, the charter school may appeal to the State Board of Education for a review of whether the district used the required process in denying the renewal of the charter.



If the board approves the renewal, this renewal of Network Charter School will be for the minimum requirement of five years, but not to exceed ten years pursuant to ORS Chapter 338.065(4).

### **Budget/Resource Implications**

State statute requires that payment for provision of educational services to the public charter school shall be at least ninety-five percent of the amount of the school district's General Purpose Grant per ADMw as calculated under ORS 327.013 for students who are enrolled in grades 9 through 12.

### **Board Goals**

The charter school renewal recommendation addresses the board approved Vision 20/20 goals of providing multiple pathways for student success and addressing providing equitable student access and outcomes. In addition, this recommendation supports the board's long-standing commitment to school choice. Finally, it reflects community engagement with district stakeholders in supporting our students and schools.

### **Recommendation**

#### **Superintendent Recommendation**

The superintendent recommends the renewal of the Network Charter School for ten years, contingent upon the successful negotiation of a contract. The contract will stipulate that Network Charter School will have an annual high stakes review based on performance standards that address the following areas:

- o Student performance
- o Attendance

The December 14, 2022 board packet contains the following information:

- Renewal request letter from the Network Charter School
- 2021-22 Annual Review for the Network Charter School
- 2022 Network Data Appendix to Annual Review
- 2021-22 Network Charter Annual Report with School Improvement Plan
- Charter contract, dated July 1, 2018
- Network Charter School 2021-22 Oregon At-A-Glance School Profile
- Network Charter School 2021-22 ESSA Accountability Details Report

### **Recommended Motions:**



1. The board finds that Network Charter School's request for renewal meets the criteria for renewal in ORS Chapter 338.
2. The board directs the superintendent or designee to negotiate and execute a ten (10) year charter agreement between Network and the district that is consistent with district policies and state law, in a form approved by the district's general counsel, which will include accountability measures to address the above referenced concerns.

# **Network Charter School 2022-2023 School Improvement Plan**

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## **Summary of History**

Network Charter School (NCS) was chartered by the Eugene 4J school district in 2003, with the mission of “empowering students to find their strengths and interests by providing a web of community resources that emphasize environmentally and socially sustainable ways of being.”

NCS grew out of the Lane Educational Alternatives Resource Network (LEARN) consortium and the nonprofit community in Eugene. The needs of learners in our community, the private alternative education and charter school laws, and Eugene’s willingness to work with innovative education programs, have inspired the creativity and commitment behind NCS.

## **Mission and Core Values**

At NCS we believe that all students can learn, experience growth, and maximize their potential. The maximization of potential does not take place in isolation. Partnerships with community organizations, parents, staff, and students are key components in helping maximize results. We strive to be as open and collaborative as possible in order to minimize inefficiencies in the education system and provide a caring, systematic approach while still being flexible and adaptive for the individual. Through effective collaboration, we can reduce the impact of negative external pressures while helping the individual meet the challenges of his or her education as they enter a quickly changing adult world.

## **Process used for developing SIP**

Aside from community feedback and teacher reflection, NCS used the District’s Charter Renewal Findings Report to help establish the primary goals addressed on our 2022-2023 School Improvement Plan. The primary areas of concern identified by the Charter Renewal Committee were Student Performance and Attendance. After listening to community input (collected from students, NCS families, teachers, past and present administrators and board members), we more clearly defined areas to establish goals in as:

- Student Performance
  - More specifically, increasing graduation rates (ie. on-time graduation), credit accrual (ie. increase students back-on-track) and math proficiency (ie. help close the math achievement gap).

- Student Attendance
  - More specifically, increasing daily student attendance overall (ie: attending on-time, attending entire class, and attending all classes). We also aim to improve the number of students impacted by the 10 day drop window, and those who otherwise unenroll.

### **Data and Other Relevant Observations**

It is important to acknowledge the unique space Network Charter fills within the community and the unique time Network Charter presently functions within.

Some things that stood out in the District's Findings Report and Presentation were

“The renewal request does not propose any significant changes to the school’s program within the term of the renewal contract.” and “while Network has made significant progress on these goals, their identification as a Comprehensive Support and Improvement School continues to raise concerns.’

I am compelled to point out that in 2018, NCS was selected to be in the first group of 4J schools participating in the ESSA process. We worked closely with Rob Hess, our ESSA liaison, and Laura Ralls, our ESSA coach, to develop a three year action plan. We conducted a culture survey, the ORIS Needs Assessment, and assembled an ESSA Leadership Team. Collaboratively, we created a detailed three-year action plan, including four goals and a number of specific strategies and action steps to accomplish our primary goals. In an effort to provide time for teachers and staff to execute the many actions steps in the ESSA/SIP plan, Network funded extra teacher time for five professional learning communities (PLCs): Attendance, Graduation, Math, Data, and Social-Emotional Learning, which accomplished a great deal.

We were excited to implement these strategies and track improvement as we entered the 2019-2020 school year. As we began to gain momentum, without warning, the world shut-down. To imply that we have not proposed and/or begun implementation of any significant change either ignores what has transpired over the past three years or suggests that we have recovered from this unprecedented event and resumed some sense of normalcy in education to adequately reflect on impacts and progress. We all know this to not be true. If anything, three years post-pandemic is just beginning to reveal the breadth of impact had on education and our students. We believe that we have a well informed, researched, community supported plan to help us address our goals, we just need the time to adequately implement it. Institutional stability is imperative to successful school improvement implementation.

Network Charter School has always struggled to demonstrate growth within the data systems available. The demographic we serve is unique and, just like the students themselves, do not easily conform to the rigidly defined expectations we've inherited. It is easy to look at the available data and draw conclusions about progress made or not; however, that data is skewed by several factors, including the time period in which it was compiled, and ultimately not reliable as a means to draw accurate conclusions about the work we are doing here at Network Charter School.

In an effort to help fill some of the information gaps both historically created, and recently exasperated, as a result of data holes, inaccuracies and reporting factors that lack comparative data points, I'd like to share some non-traditional, more unconventional data that also reflects the impacts we are making, not mentioned in other reporting:

- Our students are among the most disadvantaged in Lane County. Most of our students experience food insecurity, homelessness or other external, often beyond their control, factors. Although the demographic data supports this, it fails to show the impacts we have on supporting our community in need:
  - We provide over 60 meals a day, free of charge, to our school community (created and served by our students within a three hour time window each day).
  - We feed more than 200 mouths at our feasts that occur at least once, if not more, a trimester.
  - Our food pantry is stocked weekly, our clothing boutique is continuously accepting donations, and our family center offers free access to foundational resources; these resources serve more than 115 families.
- Network Charter School has long since been a safe space for students being underserved by their home schools, or the the school they last attended (Network is often the 2nd or 3rd school students land at, but very often the school that those student stays at):
  - More than 60% of our students present with some form of identified learning barrier and receive specialized services.
    - We are able to offer specialized supports and interventions, and explore creative approaches, to better support students with learning barriers. A few ways we are able to do this include maintaining small classes, having a full time, on site, special services coordinator and fostering a strong core supportive community that ensures all students are seen and have access to the appropriate resources to help them succeed.

- Almost 98% of our student population enroll at Network needing tier 3 interventions:
  - Our community based approach, small student population (dispersed among several sites/partnerships), low student - teacher ratio and unique design that fosters student growth through trust and independence, allows us to proactively address negative student behaviors and promote positive choices and decision making. Students often experience success at Network because they are acknowledged, seen and given a chance.
- Almost 85% of students enrolling at Network Charter are either significantly or severely deficient in credits
  - Our OCRAP program has helped students recover 22.8 credits since its start last year, helping our students get back on track for potential on-track graduation
    - The OCRAP program has the potential to recover an additional 12.8 credits by the end of this school year.
    - This program, per trip, has helped serve no less than 25%, but up to 40%, of our students in need of special education services.

Some other note-worthy data points, perhaps not openly communicated or easily conveyed:

- At the start of trimester 2, for the first time in over 7 years, our high school cohort reached enrollment capacity and new enrollment is now on a waitlist (this has historically been the case with our middle school cohort, but for our high school cohort, not for several years). This demonstrates our most recent growth in attendance.
- Since the start of this school year, the number of students identified as 10 day drops has steadily decreased and is another means of measurement showing our improvement with student retention.
- Since the start of the school year, and more specifically, since the resumption of in-person instruction, we have seen an increase in student access to our on-site mental health services, an increase in student access to credit recovery options, and an overall increase in credits earned vs. credits offered.
- Network Charter is in its 20th year as a charter school, still promoting the same core mission and values it was founded on, two decades of human and social evolution later, continuously adapting, and always serving students. This demonstrates the school's resilience and dedication to

serving the needs of students within, and beyond, the immediate community.

## **Improvement Goals and Strategies**

### Goal 1: Increase Student Attendance

Strategy 1: Identify barriers preventing positive trends in student attendance.

- Audit attendance data for accuracy
  - Daily/weekly audit of attendance data to increase accuracy of data
    - I.e. incorrectly marked absences, late shows w/o attendance adjustment, unverified absences, etc.
- Develop a collaborative approach to identify barriers inhibiting attendance
  - Wrap-around meetings with student, families, teachers and administrators that are solution-based, not punitive focused.
- Exit interviews of previous students
  - Survey/interview students and families that were unenrolled or dropped

Strategy 2: Develop and implement solution-based interventions and supports to increase positive attendance trends.

- Development of a New Student Orientation Program
  - Student Orientation Day per trimester/semester
  - New Student mentor program
- Structured interventions with incentives
  - Solution-based problem-solving for chronic absenteeism and tardiness
  - Student generated “menu” of incentives to motivate student follow-through
  - Check-in monitoring with consistent point-person with routine communication with parent/guardians
  - Trimester/semester school celebrations of success
- Access to additional Support
  - Continued development of Community School Coordinator Position to help support positive trends in student attendance
  - Continued support of On-site Mental Health Counselor
  - Recruitment of an on-site Substance Abuse Counselor
- Physical Space Assessment
  - Consider universal design as applied to communal spaces; create places students want to be.
  - Increase access to therapeutic options (sensory regulation, self-soothing, de-escalation, etc.)

Strategy 3: Increase communication and involvement with families

- Improving parent access to student attendance information
  - Robo-call system as initial communication

- Parent Vue as follow-up communication
- Persistent calls home and check-ins from School Community Coordinator
- Home visits for certain circumstances requiring intensive interventions
- Increased parent-teacher communication
  - Initial teacher contact within the first month of each trimester.
  - Teacher contact regarding behavioral concerns, including those associated with attendance (misuse of breaks, excessive tardiness, skipping, leaving without permission, etc.)
  - Increase opportunities for parent/teacher communication
    - Open-House at beginning of the year
    - Parent/teacher conferences and/or drop-in office hours
- Increased school-wide communication and involvement
  - Weekly Community Newsletter that includes weekly announcements, important information and vital resources (staff contact, mental health support, COVID and other health resources, etc.)
  - Monthly Zoomed-in student-driven All School Community Meetings
  - Update school website and social media resources
  - Continued development of Cohort Days (will also support graduation goal)
    - Structure Cohort Days to include cohort specific engagement and community building activities

## Goal 2: Increase Graduation Rates

### Strategy 1: Expansion of CTE Program options and Post-Secondary transitioning

- Continued support of current certified CTE Culinary pathway
- Development of a certified CTE Natural Resources pathway
- Increase internship opportunities: interviews (9th grade), job shadow (10th grade), internships (11th and 12th)

### Strategy 2: Continue to develop and offer creative approaches towards credit recovery

- Continued development and implementation of Bridge Program
  - Winter Bridge (over Holiday Break), Spring Bridge (over Spring Break) and Summer Bridge (over Summer Break) programs utilize the scheduled breaks as opportunities for short, yet intensive course options to help students close achievement gaps created by credit deficiencies.
- Continued support of OCRAP program
  - The Outdoor Credit Recovery Adventure Program are monthly opportunities, occurring on the weekend, that immerse students in different experiences and activities to help recover missing credit
- Continued support of GED program

- Teacher guided, school supported, preparation for students who are interested in GED options for both graduation completion or credit recovery.

Strategy 3: Increase communication with families and encourage community involvement

- Continued development of Cohort Days
  - Structure Cohort Schedule to meet Graduation Expectations
- Continued development of on-site ASPIRE Mentor Center
  - Fill mentor positions
  - Increase communication about availability of resource
- Continued development of Family Resource Center
  - Family access to computer, wifi, washer/dryer, shower and clothes boutique.
  - Increase communication of resource availability
  - Family access to on-site/off-site mental health specialist
- Increase parent, student and teacher communication
  - Routine teacher check-ins reporting academic progress
  - Student self-assessments and student-teacher conferencing
  - Trimester/semester check-ins with Guidance Counselor to track student progress and promote on-time graduation

Strategy 4: Implement Effective Educator Practices and Professional Development

- Review and revise Student and Teacher Handbooks to clearly convey school and class expectations, explain various pathways to graduation, communicate school and community resources, etc.
- Research and consider best options for school calendar adjustments that allow for more consistent, collaborative professional development (ie. early/late start options, teacher retreats, grading/planning days, etc.)
- Review Teacher Evaluation and Observation practices and develop systems that support teacher growth.
  - Initiate teacher-driven goal setting and tracking
  - Encourage co-teacher observations and self-reporting practices
  - Develop and implement a New Teacher Support program
  - Review and revise Professional Learning Communities
  - Collaborating with Pacific University to implement a teacher-training program that offers teacher certification options upon program completion.

### Goal 3: Increase Academic Progress in Math

Strategy 1: Identify and implement new math instruction and best practices

- Review and restructure existing math course offerings:

- Ideas include replacing pre-algebra for math lab with proportional thinking instead of retaking entire year of Algebra 1; students complete modules and only move once mastery is demonstrated; create co-taught math classes that can better assist the diverse needs of students in one math class; continue to look at how to collaborate with other subjects to increase engagement and deviate from the traditional approach of worksheet and book practice
- Universal Design Approach
  - Collaborate with other alt-ed programs to align curricular goals to state standards
  - Math Month- connect to every subject and align teacher language with content standards
  - Integrate work samples into curriculum twice monthly

Strategy 2:

- Develop more effective means of measurement for math proficiency
  - Consider Work Keys, Essential Skills and other student samples as a means of evaluation for comparative data. Further explore GED testing, college admittance testing like ACT and SAT, and other summative assessments as alternative forms of evaluation and data collection.

**Lane County School District No. 4J  
Eugene, Oregon**

**2021-2022 Annual Review  
Network Charter School  
a public charter school  
sponsored by Eugene School District 4J**

**Office of the Assistant Superintendent for School  
Supports  
Charter School Review Team  
December 2022**

**November 2022**

**To: Eugene School District 4J Board of Directors**

**From: 4J Charter School Review Team**

**Subject: Network Charter School, 2021-2022 Annual Review**

## **Introduction**

In June 2022, Network Charter School completed its nineteenth year as a public charter school, authorized by Eugene School District 4J. Under Oregon statute, charter schools are publicly funded schools authorized by local school districts. Charter schools may be exempted from certain statutes and rules governing traditional public schools and, in exchange for the increased flexibility, charter schools are held to a high level of accountability for student achievement.

On February 21, 2007, the 4J Board approved renewal of the charter contract between the district and Network Charter School for a period of four years, to expire June 30, 2011. In November 2010, the contract term was extended for one year. In January 2012, the contract term was again extended one additional year to allow time for the charter school to demonstrate progress on achieving school improvement goals.

In May 2013, Eugene School District 4J placed the Network Charter School on a Plan of Assistance for the reason that the charter school had failed to make significant progress toward meeting its goals and action plans. At the March 2014 meeting, the Board received a progress report and elected to continue to implement the Plan of Assistance for the 2014–15 school year to provide the school additional time to make progress in specified areas. The two areas of deficiency identified in previous School Improvement Plans as well as the Plan of Assistance were in mathematics achievement and cohort graduation rates.

In June 2013, the 4J Board approved a five-year extension of the Network Charter School. On January 17, 2018 the District Board approved renewal of the Network Charter School's Charter for an additional five years. The school is currently in the final year of this new term. Along with the renewal, the District worked with Network to develop a Ladder of Intervention to address three areas of focus: attendance, math achievement, and developing Career and Technical Education programs.

The 4J Charter School Review Team meets quarterly with charter school representatives on the 4J Charter School Council. The Council meetings promote communication and allow participants to stay current on emerging issues common to the charter schools.

## **4J Charter School Council 2021-2022 School Year**

The council was composed of the following representatives:

- Network Charter School: Eric Johnson, Principal, and Rebecca Daniels, Executive Director
- Village School: Sue Romanz, Principal, and Andy Peara, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Lisa Jager, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Andrea Belz, Director of Financial Services; Bob Blyth, Financial Services; KC Clark, Special Education Administrator; Brooke Wagner, Assistant Superintendent for Instruction; Casandra Kamens, Curriculum Administrator; Alicia Hays, School Board Liaison

### **Annual Review Summary**

Each year, district staff is responsible for reviewing the charter school programs and reporting its findings to the 4J Board of Directors. The review assesses the charter school's operations in relation to its School Improvement Plan (SIP), students' performance on federally mandated annual state assessments, the annual Oregon Department of Education (ODE) Report Card, an annual site visit, audited financial results, and other charter school contractual agreements. Understandably, because of the pandemic several schools had an adjustment period as we returned to in-person learning. Consequently, such things as annual state assessments results were impacted. All this is highlighted in this report. Please also review the attached Data Appendix for a more in-depth longitudinal analysis of key outcomes measures. The following sections address these areas.

#### **1. Summary of Progress on the 2021-22 School Improvement Plan (SIP)**

This section reviews the progress of Network Charter on their 2021-22 School Improvement Plan goals. The SIP and evaluation were completed with the involvement of students, parents, classified staff, licensed staff, administration and members of the Board of Directors. Although the academic year was still impacted due to the global pandemic, Network made progress towards the outlined school improvement goals. While a more detailed view is attached to this report, the following section provides a brief synopsis of progress related to each goal from the 2021-2022 School Improvement Plan:

##### ***Goal 1: Increase 4 Year Graduation Rate by 100% by 2022.***

The most significant improvement Network had last year was their graduation and completion rates. They increased their on-time graduation rate from 43% to 53% and the percentage of 9th students on track has increased from 27% to 41%. and their 5-year completion rate dropped from 76% to 67%; this is not surprising given the impact of the global pandemic on student learning and engagement. A multi-pronged effort appears to have led to the positive results. Among them are a continued use of proficiency-based grading and credits, careful credit tracking and coaching of students, numerous opportunities and a variety of options for credit completion

and recovery and for meeting essential skills requirements. In addition, Network has created student cohort groups by grade level to increase the focus on graduation and post-high school goals. For the 2018-2019 school year the graduation rate at Network Charter was 22%. With a 4 year graduation rate of 53% in 2021-2022 Network Charter successfully met their goal 1 for their SIP.

***Goal 2: Reduce the number of dropouts by 50% by 2022.***

This past year Network has made a concerted effort to increase their attendance rate as they believe that by increasing student attendance and engagement, they will then reduce the number of dropouts. Attendance rates during the 2021-2022 school year decreased significantly due to the return to in-person learning. Last year's attendance is indicative of the attendance expectations; for the first time in two years, students began reacclimating to in-person instruction and the exemptions and flexibility formally employed were no longer available to support students as they continued to navigate this unfamiliar territory. Network has implemented a PLC model to discuss students with attendance concerns, students are then connected to a staff member who can make a connection with the family and address concerns. They are hopeful this approach will help to strengthen existing relationship and in turn decrease the dropout rate. Additional measures the Network staff have taken to reduce the dropout rate include incentives for students showing improvements in a variety of areas, using restorative practices in regards to discipline and attendance issues, increased credit recovery opportunities, increased conversations with counselors about graduation requirements and options.

***Goal 3: Increase math proficiency scores by 100% (19% to 38%)***

Network did administer the OSAS in the 2021-2022 school year. The participation rate was low (30.8%) and as such they did not meet the state participation target of 94.5%. As the Math and ELA Essential skills requirements for graduation are currently waived the need for students to participate in these tests is drastically reduced and thus the significantly lower participation rate from 2018-2019 (83.3%) prior to the pandemic. Network currently has three initiatives to improve their math achievement. These are a math PLC that reviews data, adjusts supports to meet student needs, and brainstorming creative ways to make math accessible to students; increased support for math teachers to attend professional development; an additional EA who provides support and tutoring for students in math. Network sees this as an ongoing high priority goal for their school.

***Goal 4: Increase Mental Health Supports for Students and Staff***

Especially given the relatively high needs student population Network serves, they took many steps to increase mental health support for students and staff. In the 2021-2022 school year Network hired a 25 hour/week Mental Health and Wellness Specialist who works not only with students but also with families and staff. This staff member provides therapeutic support, crisis support and conflict resolution for staff, parents and students. Additional steps that have been taken include: Outdoor therapeutic equipment, partnership with HOOTS (Helping Out Our Teens in Schools), professional development in trauma informed care, fidget devices for students.

## **2. Update on New Goals for 2022-23 School Improvement Plan (SIP)**

While Network's ESSA/SIP has come to an end they are still collecting data and reviewing it to determine how best to revise their SIP to improve their school. At this point the measurable goals for the 2022-2023 SIP will be related to improving graduation rates, improving attendance rates and improving math achievement. We expect more detailed measurable goals to be developed as the new administration collects and reviews past data.

### **Goal 1: Network Charter School will increase the attendance rates of all students.**

- Measured using data collected from Synergy and compared with prior years

### **Goal 2: Network Charter School will continue to improve math achievement.**

- Measured using data collected from math assessments and student's math grades and then compared with prior years

### **Goal 3: Network Charter School will continue to improve graduation rates.**

- Measured using data collected from Filemaker and compared with prior years

## **3. Federally Mandated Annual State Assessments**

During a typical school year, charter schools are required to administer state-mandated assessments that take place typically in April and May. Oregon's Statewide Assessment System (OSAS) currently includes summative assessments administered annually by subject matter and grade. Pursuant to federal and state accountability requirements, Oregon public schools test students in English language arts and math in grades 3 through 8 & 11 and in science and social sciences in grades 5, 8, & 11. Additional required assessments include an English Language Proficiency Assessment for English Learners (ELs) and the Oregon Extended Assessment for students with significant cognitive disabilities. On the Accountability Details Reports, the indicators are then rated on the following levels:

Level 5 – State Long Term Goal in 2024–25 (approximately the 90<sup>th</sup> percentile)

Level 4 – Halfway to the Long Term Goal

Level 3 – The 2016–2017 state average (the baseline)

Level 2 - The 10<sup>th</sup> percentile of schools in 2016–17

Level 1 – Below the 10<sup>th</sup> percentile

**For the 2021-2022 report the state made some adjustments given that the statewide assessment administration was disrupted during the 2019-20 and 2020-21 school years:**

**In the 2019-20 school year statewide assessment administration was suspended.**

**In the 2020-21 school year Oregon received a waiver to administer English language arts and mathematics assessments only in specific grades:**

**o English language arts was required in grades 3, 6, 7 and 11 only.**

**o Mathematics was required in grades 4, 7, 8, and 11 only.**

**o In addition, participation rates in the required grades were below 38% in each of the required grades.**

**As a result, most students enrolled in the 2021-22 school year do not have prior test scores from either the 2020-21 or 2019-20 school years. This means individual student growth for the 2021-22 school year could not be calculated.**

**For the 2021-22 accountability system ODE is using a measure of changes in average scores at the school from the 2018-19 school year to the 2021-22 school year.**

**A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.**

<b>Indicator</b>	<b>Grades Used</b>	<b>Level 5</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>ELA Achievement</b>	<b>3-8,11</b>	<b>80</b>	<b>67</b>	<b>54</b>	<b>25</b>	<b>&lt;25</b>
<b>Math Achievement</b>	<b>3-8,11</b>	<b>80</b>	<b>62</b>	<b>43</b>	<b>13</b>	<b>&lt;13</b>

Summary of Assessment Data from Spring 2022

- *English Language Arts Academic Achievement* – Level 2 – 9.5% of students met or exceeded the ELA performance standard. The level 2 is based on the 2018-19 and 2021-2022 average of 31.1%

- *English Language Arts Participation Rate* - The participation rate for 2021-2022 was 26.9% with an average of 2018-19 & 2021-22 58.9%. Network has consistently not met the state participation target of 94.5%.

- *English Language Arts Average Gap Score Change* – Not rated this year.

- *Math Academic Achievement* – Level 2 – Less than 5% of students met or exceeded the Math performance standard. The level 2 is based on the 2018-19 and 2021-2022 average of 13.3% which is slightly above the Level 2 indicator.

- *Math Participation Rate* - The participation rate for 2021-2022 was 30.8% with an average of 58.9% for the 2018-19 & 2021-22 school years. Network has consistently not met the state participation target of 94.5%.

- *Math Academic Average Gap Score Change* – Not rated this year.

- *Science* – No data available (less than 10 students tested)

- *Students with Disabilities* – Too small of a sample size to be included in the report.

## 4. Oregon Department of Education (ODE) Report Card & Accountability Measures

Each year, the Oregon Department of Education issues a report card for every public school and district in Oregon. The state school report cards have been redesigned in recent years and provide information on student demographics, academic achievement and growth as demonstrated by state tests, student outcomes, educational programs, and how individual schools compare to the Oregon State averages. The summary below reflects information gleaned from this year's *At-a-Glance* report for specified indicators for the 2021-2022 school year.

- *Regular attenders* – 11% is the percentage of students who attended Network Charter School more than 90% of days they were enrolled there. This was a decrease of 6% from the previous year and is a serious area of concern. It is worth noting that the switch back to in-person classes was difficult for students to adapt to. In addition Network has a high mobility rate which also has an impact on overall student attendance; almost 40% of their students come from neighboring districts and 8% are listed as MickInney Vento.
- *On-track to graduate* – 41% of Network Charter School 9th graders earned at least one-quarter of their graduation credits by the end of their freshman year. This is an increase of 6% from the 2018-19 data. It is fair to note that NCS often enrolls students who arrive as credit deficient.
- *On-Time graduation* – 53% is the percentage of students who attended Network Charter School during their fourth year of high school and graduated at the end of that fourth school year. This was a notable increase compared to the 47% who graduated on time the previous year. While there is still much room for further improvement, it is fair to note that many of these fourth year students came to Network with significant credit deficiencies.
- *Five-Year Completion* – 67% is the five-year cohort completion rate for 2021-2022. This is a significant decrease from 80% in the 2020-21 school. It's also important to note that there were no large gaps between demographic subgroups.
- *Demographics* – Remarkably, over 95% of Network Charter School students qualify for free/reduced meals, as compared with just a 36% average for all 4J high schools. Additionally, there are 31% of students with IEPs, which is over twice the percentage for the 4J district as a whole. In terms of race and ethnicity, Network has similar demographics as that of the district with 10% more white students than the district percent of 67% white students.
- *Vaccinations* – 84% of Network students were recorded as being up-to-date on required vaccinations.

### ACCOUNTABILITY MEASURES

*The Accountability Detail Sheets and the At-A-Glance School and District Profiles, serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. The Accountability Detail Sheets are published each year alongside the At-A-Glance School and District Profiles. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise ODE’s larger reporting system as required by the Oregon State Legislature and ESSA. The Accountability Detail Sheets provide an annual snapshot of school and district performance, improvement, and each school’s identified level of support (not identified, TSI (Targeted Support and Intervention), or CSI (Comprehensive Support and Intervention)). There are no summative school ratings.*

**Accountability Indicators:**

*Starting with the 2021-22 accountability system, all student groups will be evaluated on the multi-year average for all indicators. Except for the ELA and Math Average Score Change, which measures the average change in score between 2018-19 and 2021-22 for all student groups.*

<b>Indicator</b>	<b>Years of Data Used</b>
<i>Regular Attenders</i>	<i>2021-22, 2018-19</i>
<i>ELA Achievement</i>	<i>2021-22, 2018-19</i>
<i>ELA Average Score Change</i>	<i>2021-22, 2018-19</i>
<i>ELA Participation</i>	<i>2021-22, 2018-19</i>
<i>Math Achievement</i>	<i>2021-22, 2018-19</i>
<i>Math Average Score Change</i>	<i>2021-22, 2018-19</i>
<i>Math Participation</i>	<i>2021-22, 2018-19</i>
<i>On-Track to English Language Proficiency</i>	<i>2021-22, 2018-19</i>
<i>9th Grade On-Track</i>	<i>2021-22, 2018-19</i>
<i>4-Year Graduation</i>	<i>2020-21, 2019-20, 2018-19 (graduation year)</i>
<i>5-Year Completers</i>	<i>2020-21</i>

**Targeted and Comprehensive Support Identification**

*Identification for CSI is based on the level ratings received in the 2021-22 school year by the ‘All Students’ group on the accountability indicators included for the school. CSI schools are identified every three years. New CSI schools will be identified in the 2021-22 school year.*

*The rules for CSI identification are as follows:*

*If the All Students group is rated on fewer than five Indicators, then no determination is made.*

*If the school is rated on at least five Indicators, and the school is a combined or high school, then graduation and completion rates are evaluated:*

*o If the school is a regular or charter school, and the four-year graduation rate for the All Students group is Level 1, then the school is identified as CSI.*

*o If the school is an alternative school (which does not include charter schools), and the five-year completers rate for the All Students group is Level 1, then the school is identified as CSI.*

*The above two rules apply to all schools, regardless of whether or not they receive federal Title I funds.*

Based on the most recent accountability details report, Network has been identified as a CSI school due to its 4 year graduation rate of 53.3% which is 14% below the level 2 threshold.

*Identification for TSI (Targeted Support and Intervention) is based on the level ratings received in the 2021-22 school year for the student groups other than the All Students group. Each student group is considered independently for identification. Schools are identified for TSI if at least one student group is identified by the rules below. TSI schools are identified every year the accountability system runs.*

*The rules for identification of a student group for TSI are as follows:*

- *No determination is made if the student group is rated on fewer than five Indicators.*
- *If the student group is rated on at least five Indicators, and 50% or more of those rated Indicators are Level 1, then the student group is identified as TSI.*
- *If the student group is rated on at least five Indicators, but less than 50% of the rated Indicators are Level 1, then the student group is not identified as TSI.*

*Schools are identified for TSI if at least one student group is identified as Targeted and the school was not identified for CSI in 2021-22.*

Network has two student groups which have been identified as Targeted. These two student groups are “white” and “economically disadvantaged.” Both of these groups were at a level 1 in at least 3 of the 6 categories for which they were rated: Regular Attenders, 9th Grade On-Track and 4 year graduation.

## **5. Site Visit**

On May 5, 2022, the 4J Charter School Review Team conducted an official site visit to Network Charter School. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization. Members of the Network Charter School team included Executive Director Rebecca Daniels,

Principal Eric Johnson, 2 Network Board Members, Staff Members Denise Velasco, counselor and Heather Hickcox. 4J Charter School Review Team members present at the meeting included Brooke Wagner, Alicia Hays, Andrea Belz and Casandra Kamens. The following sections summarize the findings from the site visit:

### **Summary of progress on School Improvement Plan (SIP)**

#### *Goal 1: Reduce the number of dropouts by 50% by 2022*

Multiple strategies were being used to keep students engaged, including regular coaching check-ins with students, celebrating achievements, an after-school enrichment center, and summer/fall/winter bridge programs. Reaching out to families to engage in a conversation about attendance.

#### *Goal 2: Increase 4 Year Graduation Rate by 100% by 2022*

The graduation rate increased over the previous year, moving Network to achieve their goal of increasing the rate by 100% in three years. The school attributes the success to a new academic program that was created for credit recovery called OCRAP (Outdoor Credit Recovery Adventure Program). This program allowed a small group of students who were behind in credits to attend a 3 day trip to a specific location in Oregon. The time would focus on different science, social studies, and PE standards and award credit for participation.

#### *Goal 3: Increase math proficiency scores by 100% (19% to 38%)*

The Math PLC continued to meet, a new math curriculum was put into place (Illustrative math) as well as a move to small group instruction for the middle level students with extra assistance. Some new classes were created to tie math to real life interests such as: Coding, Probability through Gaming, and Financial Algebra. .

#### *Goal 4: Increase Mental Health Supports for Students and Staff*

The Network administration noted the importance of consistency in 4J-assigned SpEd staff. The school continues to implement more school-wide restorative justice practices. With training and professional development, they are becoming a Trauma Informed School/Healing Engagement Center. They made outdoor therapeutic facility improvements.

### **Current enrollment and demographics**

- 101 students as of May 2022 with a waitlist of 23 for middle school
- 31% on IEPs and 17% on 504 plans
- 22% identify as non-white
- 20% or more of the student body identify as transgender or non-binary

### **Curriculum and instruction; academic initiatives and educator effectiveness training**

- Professional development focused on new math curriculum, annoying training in regards to restorative justice, suicide prevention & QPR training.
- Academic initiatives tied to math, supporting struggling readers and increased multi-disciplinary courses for students.
- Classes tied to local programs: Garden crew, Fishing, Urban Survival, MECCA.

- Outdoor credit recovery adventure program (OCRAP) – Field trips over 3 days. The course is tied to standards – plant identification, study of bats in caves. 6 trips – average credit 0.2 per trip, 0.15 – 0.2 credits – most credits is 3.6 credits possible (for all trips), 79 spots for students – 34 students participated (LA, PE, SC, MA, SS credit)
- Embraced the use of chromebooks and Google classroom and the use of technology in every class.
- Vanguard initiative program: Students go to LCC. Taking advantage of the free classes for high school students. Incentive for students to stay and not graduate early to get the college credit.

### **Support for students from special populations**

- On-site counselor (supported through SIA) & HOOTS program
- Trauma informed care training for all staff
- Creation of a Zen room and exercise area for students
- Basic needs support for students: Food Pantry, Laundry, Shower & Clothing Closet.

### **Governance/Organization and Board Membership**

- 10 board members. Strong and stable group. 2 new members this year. Looking to add a student & parent rep.
- Board members involved in fundraising and making donations and some also tutor students.
- Board president meeting monthly with executive director and principal.
- Upcoming year will see a shift in organizational structure with 3 positions instead of 2. Principal Position (sole leadership), Dean of Students and Financial Director

### **Update on contractual and/or legal requirements**

- Nothing significant to report

### **Parent and community relations**

- HELP center for families (includes food pantry, washer/dryer, clothing closet and business center)
- Families are very much welcomed as partners, and NCS supports families in multiple ways.

### **Successes**

- Teachers working collaboratively on curriculum and classes.
- Classes available in google classroom for students, allowing for more differentiation.
- Graduation rate increased, and multi-pronged approach continues to make further progress.
- New strategies and resources employed to address mental health and social-emotional needs.
- OCRAP program allowing students to have real-life experiences and earn credit towards graduation.
- Having SpEd teacher Heather for a third year straight provided stability and more effective support for students on IEPs.

### **Challenges**

- Attendance remains as an area in need of improvement. Network continues to implement new strategies to increase engagement and attendance.
- The school's work with non-profit organizations requires students to travel off-site. Transportation to sites or back to Network can be problematic on public transportation.

- Mobility of students makes it hard to build a community within the school. This year 39 students enrolled and 40 students left out of about 100 students.

## 6. Financial Review

### AUDITED FINANCIAL STATEMENTS

The District’s financial review of Network Charter School’s for the fiscal year ending June 30, 2022 consisted of a review of their financial statements and overall Net Position to ensure that the charter school is maintaining solvency and has the ability to sustain operations for the future. Network Charter School’s statements were audited by an independent auditor. The audit result had no findings and performed several tests in compliance and provisions of laws and regulations.

Net position and total revenue rose from the previous fiscal year. With an increase in support services and expenses, the overall change in net position rose 4.5%. As noted in the financial statements, this is the 9<sup>th</sup> year in a row that net revenue has increased from the previous year.

Based on this review of the standards set by Eugene School District, staff did not identify any concerns regarding operational consistency with Network Charter School. The school appears to be properly positioned to sustain financial operations into the future and should continue to serve our community and its students.

### ENROLLMENT

As of October 1, 2022, Network Charter School enrolled 108 students in grades 7–12. In the current contract, Network is allowed to enroll up to 210 students in grades 7-12, so there is ample room for growth.

Comparative ADMr is as follows:

2021-22	96.50
2020-21	117.93
2019–20	103.5
2018–19	112.8
2017–18	114.9
2016–17	116.8
2015–16	118.5
2014–15	115.6
2013–14	115.8
2012–13	96.6
2011–12	105.7
2010–11	82.8
2009–10	100.3

## **7. Other Contractual Agreements**

Network Charter School was in compliance with all provisions of its charter school contract at the end of the 2021-22 school year. The areas of compliance include the following:

- Maintain adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as specified in the Contract;
- Maintain its 501(c)(3) status;
- Comply with all financial and student reporting requirements;
- Maintain at least 50% licensed administrative and teaching staff;
- Comply with all other applicable federal and state laws;
- Comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities;
- Continue to comply with all state reports as required within established timeframes.

## **8. Findings**

Network Charter School continues to provide a unique school structure, small class sizes, hands-on experiential learning and strong community partnerships serving a diverse student body. Network Charter School is in compliance with applicable state and federal laws and contractual requirements, and is in sound financial status. Below is a list of the commendations the Charter School Review found, and a list of recommendations for improvement.

### **Commendations**

- The past year, Network made strong gains in its on-time graduation rate. The engagement and support strategies being used to get these results should continue and if possible, expanded upon.
- Network staff has worked hard to re-engage students with in person learning. They have implemented new programs, clubs and classes to increase student engagement and positively impact school climate and culture.
- It is clear that Network is utilizing its ESSA document as a living and working SIP guiding the school's professional development and implementation of programs and strategies.
- Network serves a diverse student body, with a student population of which nearly half have either an IEP or 504 plan. The staff and administration are working hard to support each student's individual needs.

### **Recommendations**

- Further deepen and expand efforts to improve attendance and retain students. Some of the strategies utilized this year show promise. Increasing curriculum relevance, supporting mental health needs, elevating student empowerment, and building caring and constructive relationships with parents and students should lead to improved attendance.
- Math: Continue professional development in best instructional practices while thoughtfully implementing a new math curriculum. The Math PLC should continue collaboration along with peer observation and coaching. Provide Tier 2 and 3 supports to students as needed, while instilling a growth mindset in students.

- The most recent identification as a Comprehensive Support and Improvement School for graduation rates is a concern. While the district recognizes the progress made over the past three years has been significant, there needs to be continued progress to increase the 4 year graduation rate to over 67%.
- Use data to create and finalize the School Improvement Plan by January 15. A focus on the areas of targeted and comprehensive support and improvement should be the priority: Regular Attenders, 9th Grade On-Track, and 4 year graduation.

**Recommended Action**

\_\_\_\_\_ Continuation of contract with an expectation of continued progress on the School Improvement Plan and the intervention ladder for improvement.

  X   Continuation of contract, with an expectation of compliance on recommendations and/or requirements contained in this review.

\_\_\_\_\_ Termination of contract for the following reason(s)

**Attachments :** *Network ESSA Action Plan 2019–2022, Network 2021-22 SIP Reflection, Network At-A-Glance, Data Appendix=Network.*



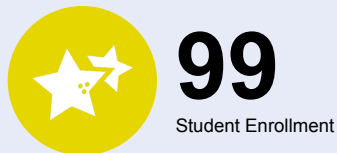
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Network Charter School

PRINCIPAL: Erik Johnson | GRADES: 7-12 | 2550 Portland St, Eugene 97405 | 541-344-1229

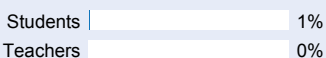


### Students We Serve

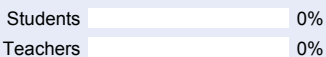


### DEMOGRAPHICS

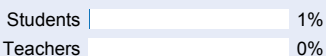
#### American Indian/Alaska Native



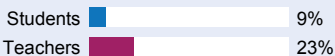
#### Asian



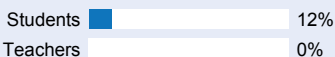
#### Black/African American



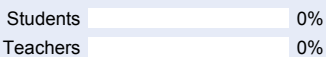
#### Hispanic/Latino



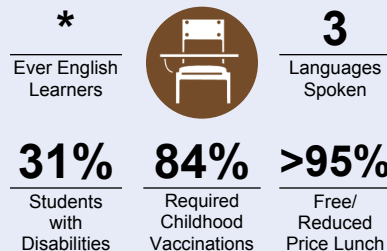
#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White

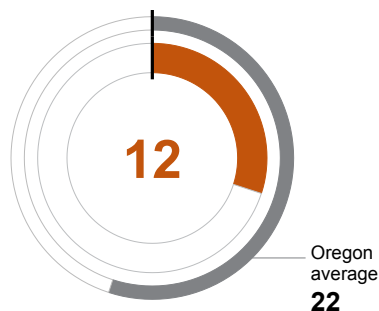


\*<10 students or data unavailable

### School Environment

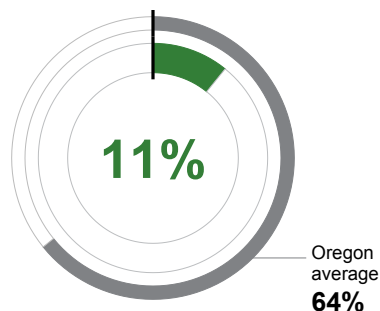
#### CLASS SIZE

Median size of classes in core subjects.



#### REGULAR ATTENDERS

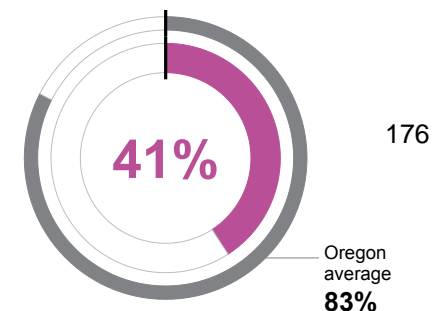
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### ON-TRACK TO GRADUATE

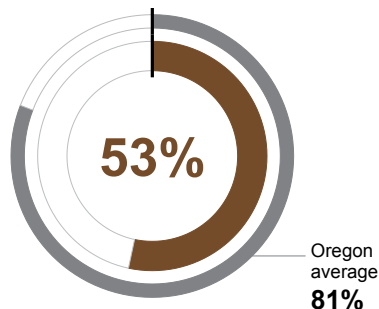
Students earning one-quarter of graduation credits in their 9th grade year.



### Academic Success

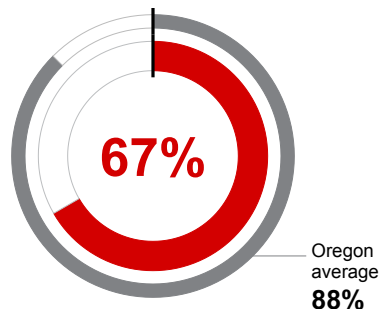
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2017-18 graduating in 2020-21.



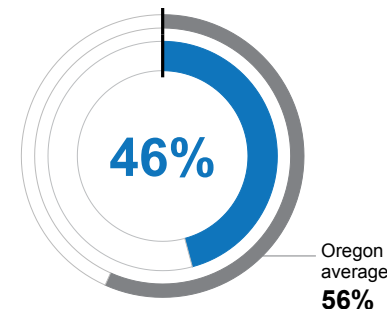
#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2016-17 finishing in 2020-21.



#### COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2019-20. Data from the National Student Clearinghouse.



### School Goals

The mission of Network Charter School is "empowering students to find their strengths and interests by providing a web of community resources that emphasize environmentally and socially sustainable ways of being." We believe that education is an ongoing process, which is continuous with and inseparable from the community. We believe that students who direct their own learning are empowered to explore and expand their boundaries and are motivated to follow through with their educational plans. At NCS, students are encouraged to take the risks necessary for healthy personal development.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Network Charter School provides a comprehensive educational experience to students from a variety of backgrounds. Although students at NCS come from every kind of family, we believe one deeply motivating factor drives them: the experiences offered by regular public schools are not helping them achieve their potential. Network Charter strives to maintain a safe, welcoming environment for all students and facilitates learning in unique and diverse environments to accommodate all learners.



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Network Charter School



2021-22

### Outcomes

#### Our Staff (rounded FTE)



**8**

Teachers



**2**

Educational assistants



**<1**

Counselors/  
Psychologists



**92%**

Average teacher retention rate



**75%**

% of licensed teachers with more than 3 years of experience



**No**

Same principal in the last 3 years

#### REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	10%
Free/Reduced Price Lunch	11%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	17%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	8%
Male	15%
Non-Binary	<10 students or data unavailable

#### ON-TRACK TO GRADUATE

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	39%
Free/Reduced Price Lunch	41%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	27%
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

#### ON-TIME GRADUATION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	50%
Free/Reduced Price Lunch	57%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	33%
Migrant	<10 students or data unavailable
Homeless	18%
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	62%
Male	46%
Non-Binary	Coming in 2022-23

#### About Our School

##### ADVANCED COURSEWORK

Network Charter School is a uniquely structured institution. Courses are offered by partner organizations, each of which exists as an independent entity with a mission to serve the community through activities that promote knowledge and skill in a particular area. Because of this unique structure, the staff at Network Charter aren't only educators, but experienced professionals in their field. This allows NCS to offer dynamic, relevant content in their course offerings each trimester. This knowledge base and authentic experience gives students access to advanced course offerings that are both flexible and adaptable, offering an elevated approach to student achievement.

##### CAREER & TECHNICAL EDUCATION

Network Charter School is a uniquely structured institution. Courses are offered by partner organizations, each of which exists as an independent entity with a mission to serve the community through activities that promote knowledge and skill in a particular area. For instance, Nearby Nature hosts a broad range of camps and nature study events in Alton Baker Park. The Materials Exchange Center for Community Arts (MECCA) teaches art using recycled materials. Le Petit Gourmet Culinary School offers courses in meal preparation and professional baking, in addition to preparation for culinary college and entrepreneurship.

##### EXTRACURRICULAR ACTIVITIES

Network Charter School offers a variety of extra-curricular activities. NCS hosts various clubs, sponsored by teachers, established through desire and demand and largely facilitated by the students. Some clubs currently being offered include: GSA club, BIPOC club, Photography club, D&D club and Chess club. The capacity for extra curricular options is primarily dictated by student demand and involvement. Because our student population is so wonderfully diverse and unique, there is always a wide variety of options available.

##### PARENT & COMMUNITY ENGAGEMENT

Each partner organization at Network Charter School provides services to youth enrolled through courses that tap the expertise of the organization. NCS involves more than 50 additional community members, who share their special expertise with students, showing real-world applications of academics. Also, parents play an intricate supportive role in the daily functioning of the school and its various academic offerings in addition to offering their unique experience, and first-hand, real world knowledge.

# 2021-22 ESSA Accountability Details Report

Public Version - October 20, 2022

**District:** Eugene SD 4J

**School:** Network Charter School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses nine indicators for combined schools. For more information concerning indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). For more information on the transition of school identification from year-to-year please see the [School Improvement webpage](#).

## Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Complete
All Students	Comprehensive	Level 2	Not Rated	Level 2	Not Rated	Level 1	Not Rated	Level 1	Level 1	Level 2
Economically Disadvantaged	Targeted	Level 2	Not Rated	Level 2	Not Rated	Level 1		Level 1	Level 1	Level 2
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Level 1	Level 1
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
White	Targeted	Level 2	Not Rated	Level 2	Not Rated	Level 1		Level 1	Level 1	Level 1
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support for 2021-2022: **Comprehensive** 2018-2019: **Comprehensive** 2017-2018: **Comprehensive**  
Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2018-19: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size to receive a rating.
- The expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.
- The English learner student group has different inclusion rules for particular indicators.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

## English Language Arts Academic Achievement Details

**District:** Eugene SD 4J

**School:** Network Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	25
Level 1	<25

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

### State Long Term Goal: 80%

Student Group		2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent		50.0	9.5	31.1	Average Rate	Level 2
All Students - Adjusted Denominator		24	21	45		
Economically Disadvantaged - Percent		50.0	9.5	31.1	Average Rate	Level 2
Economically Disadvantaged - Adjusted Denominator		24	21	45		
English Learners - Percent		*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator		*	*	*		
Students with Disabilities - Percent		*	*	14.3	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator		*	*	*		
American Indian/Alaska Native - Percent		*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator		*	*	*		
Black/African American - Percent		*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator		*	*	*		
Hispanic/Latino - Percent		*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator		*	*	*		
Native Hawaiian/Pacific Islander - Percent		*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator		*	*	*		
Underserved Race/Ethnicity - Percent		*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator		*	*	*		
Asian - Percent		*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator		*	*	*		
White - Percent		47.4	13.3	32.4	Average Rate	Level 2
White - Adjusted Denominator		19	15	34		
Multi-racial - Percent		*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator		*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## English Language Arts Average Gap Score Change Details

**District:** Eugene SD 4J

**School:** Network Charter School

The English Language Arts (ELA) Average Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2018-19	2021-22	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Economically Disadvantaged	*	*	*	Not Rated
Economically Disadvantaged - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	*	*	*	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	*	*	*	Not Rated
White - Denominator	*	*		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

## English Language Arts Participation Details

**District:** Eugene SD 4J

**School:** Network Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the two-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

### Participation Target: 94.5%

Student Group		2018-19	2021-22	2-year Average	Status based on	Status
All Students - Percent		86.7	26.9	58.9	Average Rate	Not Met
All Students - Denominator		30	26	56		
Economically Disadvantaged - Percent		86.7	26.9	58.9	Average Rate	Not Met
Economically Disadvantaged - Denominator		30	26	56		
English Learners - Percent		--	--	--	Not Rated	Not Rated
English Learners - Denominator		0	0	0		
Students with Disabilities - Percent		83.3	22.2	46.7	Not Rated	Not Rated
Students with Disabilities - Denominator		6	9	15		
American Indian/Alaska Native - Percent		--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		0	0	0		
Black/African American - Percent		--	0.0	0.0	Not Rated	Not Rated
Black/African American - Denominator		0	1	1		
Hispanic/Latino - Percent		100.0	33.3	66.7	Not Rated	Not Rated
Hispanic/Latino - Denominator		3	3	6		
Native Hawaiian/Pacific Islander - Percent		--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	0	0		
Underserved Race/Ethnicity - Percent		100.0	25.0	57.1	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator		3	4	7		
Asian - Percent		--	--	--	Not Rated	Not Rated
Asian - Denominator		0	0	0		
White - Percent		82.6	33.3	61.0	Average Rate	Not Met
White - Denominator		23	18	41		
Multi-racial - Percent		100.0	0.0	50.0	Not Rated	Not Rated
Multi-racial - Denominator		4	4	8		

# Mathematics Academic Achievement Details

**District:** Eugene SD 4J

**School:** Network Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	13
Level 1	<13

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

## State Long Term Goal: 80%

Student Group		2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent		20.8	<5	13.3	Average Rate	Level 2
All Students - Adjusted Denominator		24	*	*		
Economically Disadvantaged - Percent		20.8	<5	13.3	Average Rate	Level 2
Economically Disadvantaged - Adjusted Denominator		24	*	*		
English Learners - Percent		*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator		*	*	*		
Students with Disabilities - Percent		*	*	7.1	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator		*	*	*		
American Indian/Alaska Native - Percent		*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator		*	*	*		
Black/African American - Percent		*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator		*	*	*		
Hispanic/Latino - Percent		*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator		*	*	*		
Native Hawaiian/Pacific Islander - Percent		*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator		*	*	*		
Underserved Race/Ethnicity - Percent		*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator		*	*	*		
Asian - Percent		*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator		*	*	*		
White - Percent		21.1	6.7	14.7	Average Rate	Level 2
White - Adjusted Denominator		19	15	34		
Multi-racial - Percent		*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator		*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## Mathematics Average Gap Score Change Details

**District:** Eugene SD 4J

**School:** Network Charter School

The Mathematics Average Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group 2021-22.

Math Average Gap Score Change	Cut
Level 5	4
Level 4	-11
Level 3	-24
Level 2	-49
Level 1	<-49

Student Group	2018-19	2021-22	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Economically Disadvantaged	*	*	*	Not Rated
Economically Disadvantaged - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	*	*	*	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	*	*	*	Not Rated
White - Denominator	*	*		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

## Mathematics Participation Details

**District:** Eugene SD 4J

**School:** Network Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation the two-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

### Participation Target: 94.5%

Student Group		2018-19	2021-22	2-year Average	Status based on	Status
All Students - Percent		83.3	30.8	58.9	Average Rate	Not Met
All Students - Denominator		30	26	56		
Economically Disadvantaged - Percent		83.3	30.8	58.9	Average Rate	Not Met
Economically Disadvantaged - Denominator		30	26	56		
English Learners - Percent		--	--	--	Not Rated	Not Rated
English Learners - Denominator		0	0	0		
Students with Disabilities - Percent		83.3	44.4	60.0	Not Rated	Not Rated
Students with Disabilities - Denominator		6	9	15		
American Indian/Alaska Native - Percent		--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		0	0	0		
Black/African American - Percent		--	0.0	0.0	Not Rated	Not Rated
Black/African American - Denominator		0	1	1		
Hispanic/Latino - Percent		100.0	66.7	83.3	Not Rated	Not Rated
Hispanic/Latino - Denominator		3	3	6		
Native Hawaiian/Pacific Islander - Percent		--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	0	0		
Underserved Race/Ethnicity - Percent		100.0	50.0	71.4	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator		3	4	7		
Asian - Percent		--	--	--	Not Rated	Not Rated
Asian - Denominator		0	0	0		
White - Percent		78.3	33.3	58.5	Average Rate	Not Met
White - Denominator		23	18	41		
Multi-racial - Percent		100.0	0.0	50.0	Not Rated	Not Rated
Multi-racial - Denominator		4	4	8		

## Regular Attenders Details

**District:** Eugene SD 4J

**School:** Network Charter School

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	86
Level 3	78
Level 2	48
Level 1	<48

### State Long Term Goal: 93%

Student Group	Grade Range		2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent	9-10		26.5	6.5	18.8	Average Rate	Level 1
All Students - Denominator			49	31	80		
Economically Disadvantaged - Percent	9-10		26.5	6.5	18.8	Average Rate	Level 1
Economically Disadvantaged - Denominator			49	31	80		
English Learners - Percent	9-10		*	*	*	Not Rated	Not Rated
English Learners - Denominator			*	*	*		
Students with Disabilities - Percent	9-10		*	*	5.6	Not Rated	Not Rated
Students with Disabilities - Denominator			*	*	*		
American Indian/Alaska Native - Percent	9-10		*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator			*	*	*		
Black/African American - Percent	9-10		*	*	*	Not Rated	Not Rated
Black/African American - Denominator			*	*	*		
Hispanic/Latino - Percent	9-10		*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator			*	*	*		
Native Hawaiian/Pacific Islander - Percent	9-10		*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator			*	*	*		
Underserved Race/Ethnicity - Percent	9-10		*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator			*	*	*		
Asian - Percent	9-10		*	*	*	Not Rated	Not Rated
Asian - Denominator			*	*	*		
White - Percent	9-10		24.3	<5	16.1	Average Rate	Level 1
White - Denominator			37	*	*		
Multi-racial - Percent	9-10		*	*	*	Not Rated	Not Rated
Multi-racial - Denominator			*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## On Track to English Language Proficiency (ELP) Details

**District:** Eugene SD 4J

**School:** Network Charter School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	26
Level 1	<26

### State Long Term Goal: 80%

Student Group		2018-19	2021-22	2-year Average	Rated on	Level
Current English Learners - Percent		*	*	*	Not Rated	Not Rated
Current English Learners - Denominator		*	*	*		

## 9th Grade On-Track Details

**District:** Eugene SD 4J

**School:** Network Charter School

The 9th Grade On-Track indicator displays the percentage of students on track to graduation, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	84
Level 2	66
Level 1	<66

### State Long Term Goal: 95%

Student Group	2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent	35.3	41.2	38.2	Average Rate	Level 1
All Students - Denominator	17	17	34		
Economically Disadvantaged - Percent	35.3	41.2	38.2	Average Rate	Level 1
Economically Disadvantaged - Denominator	17	17	34		
English Learners - Percent	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*		
Students with Disabilities - Percent	*	*	40.0	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*		
Black/African American - Percent	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*		
Hispanic/Latino - Percent	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*		
Asian - Percent	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*		
White - Percent	28.6	38.5	33.3	Average Rate	Level 1
White - Denominator	14	13	27		
Multi-racial - Percent	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## Four-Year Cohort Graduation Details

**District:** Eugene SD 4J

**School:** Network Charter School

The Four-Year Cohort Graduation on indicator displays the percentage of students who earn a regular or modified diploma within four years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate. The years in the table header represent the Cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2017-18 cohort.

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	82
Level 3	74
Level 2	67
Level 1	<67

### State Long Term Goal: 90%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	46.5	43.3	53.1	48.4	Average Rate	Level 1
All Students - Denominator	43	30	49	122		
Economically Disadvantaged - Percent	52.8	48.1	56.5	53.2	Average Rate	Level 1
Economically Disadvantaged - Denominator	36	27	46	109		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	33.3	32.0	Average Rate	Level 1
Students with Disabilities - Denominator	*	*	12	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	50.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	35.7	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Percent	55.6	39.1	50.0	49.5	Average Rate	Level 1
White - Denominator	36	23	34	93		
Multi-racial - Percent	*	*	*	53.3	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## Five-Year Completers Details

**District:** Eugene SD 4J

**School:** Network Charter School

The Five-Year Completers indicator displays the percentage of students who earn a diploma or a GED within five years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate. The years in the table header represent the Cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2016-17 cohort.

Five-Year Completers Level	Cut
Level 5	97
Level 4	90
Level 3	82
Level 2	74
Level 1	<74

### State Long Term Goal: 97%

Student Group	2014-15	2015-16	2016-17	3-year Average	Rated on	Level
All Students - Percent	76.1	79.5	66.7	75.0	Average Rate	Level 2
All Students - Denominator	46	44	30	120		
Economically Disadvantaged - Percent	77.8	83.8	70.4	78.0	Average Rate	Level 2
Economically Disadvantaged - Denominator	36	37	27	100		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	*	61.9	Average Rate	Level 1
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	71.4	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	80.0	*	*	75.0	Average Rate	Not Applicable
Underserved Race/Ethnicity - Denominator	10	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Percent	72.7	80.6	63.6	73.6	Average Rate	Level 1
White - Denominator	33	36	22	91		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

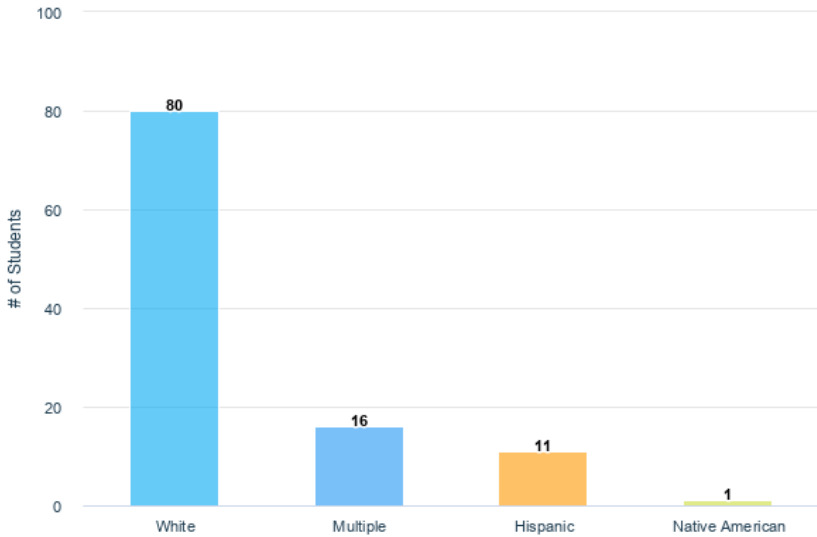
## 2022 Network Data Appendix

### Enrollment

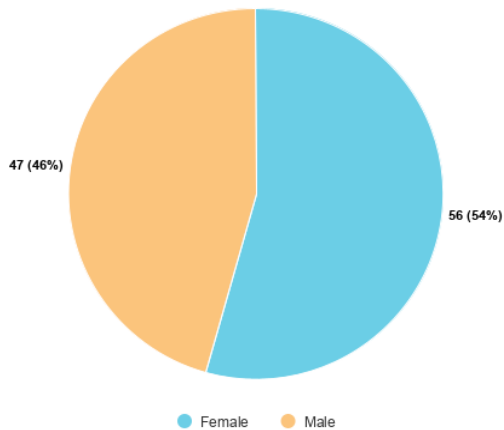
- October 1<sup>st</sup> student enrollment in Network Charter School during the pandemic remained very stable:

SCHOOL	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2022 VS 2018 (IN %)	DIFF 2022 VS 2015 (IN %)
Network School	104	106	119	103	121	123	125	125	1.0	(16.8)
All 4J Charters	848	832	848	836	847	845	851	806	1.4	5.2
4J	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(3.9)	(3.4)

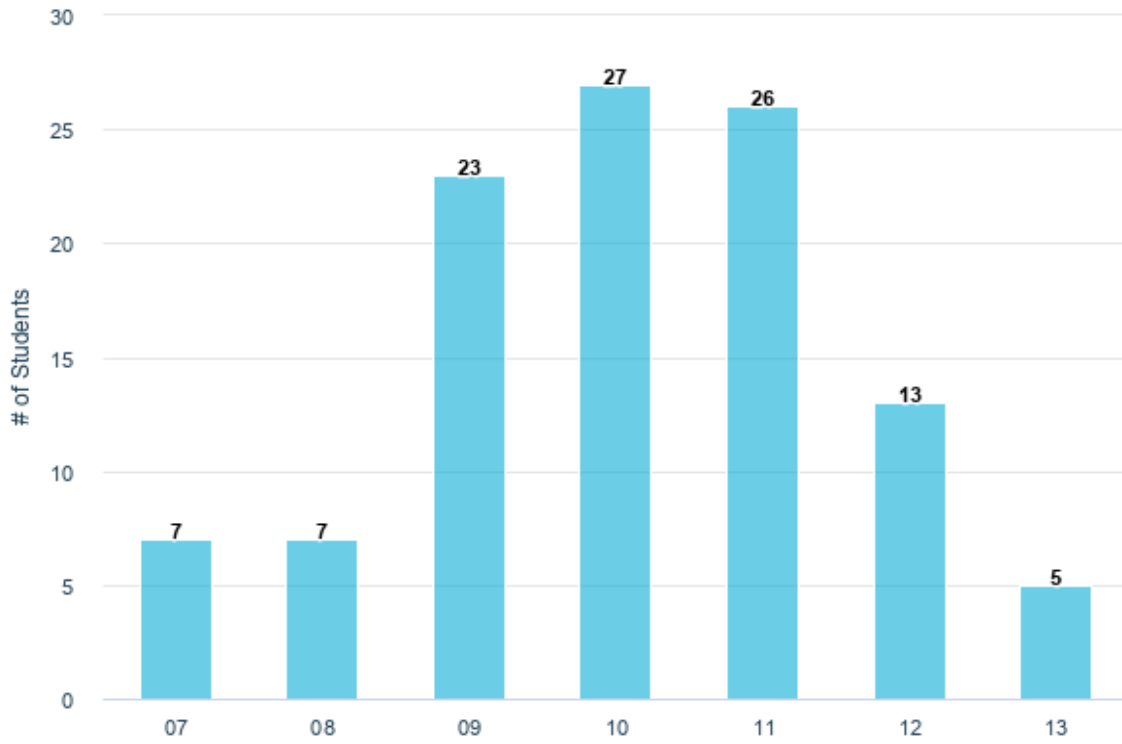
- There is less racial diversity among Network students than in 4J as a whole
  - 75% of Village students are White versus 67% in 4J



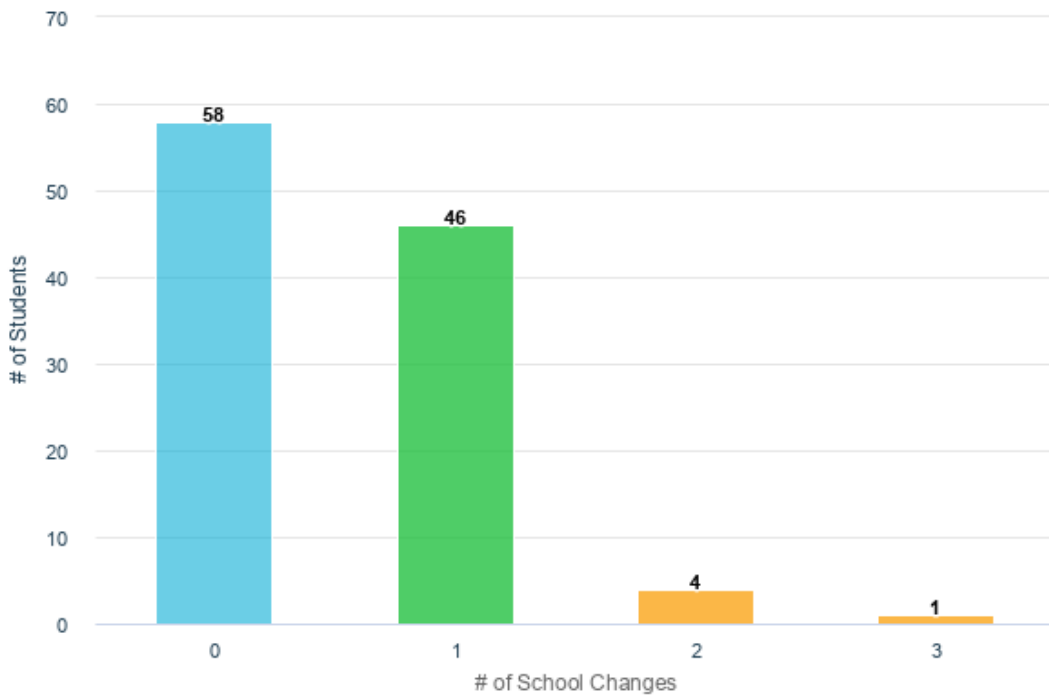
- Student enrollment distribution by gender:



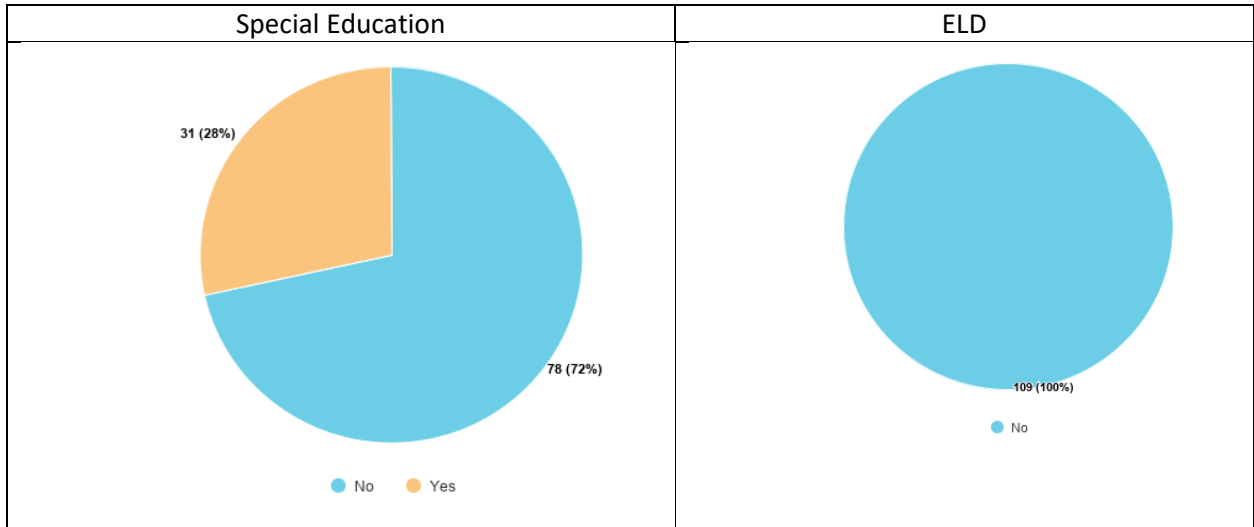
- Student enrollment distribution by grade:



- Network Charter School tends to have a higher level of student mobility than other schools in 4J:

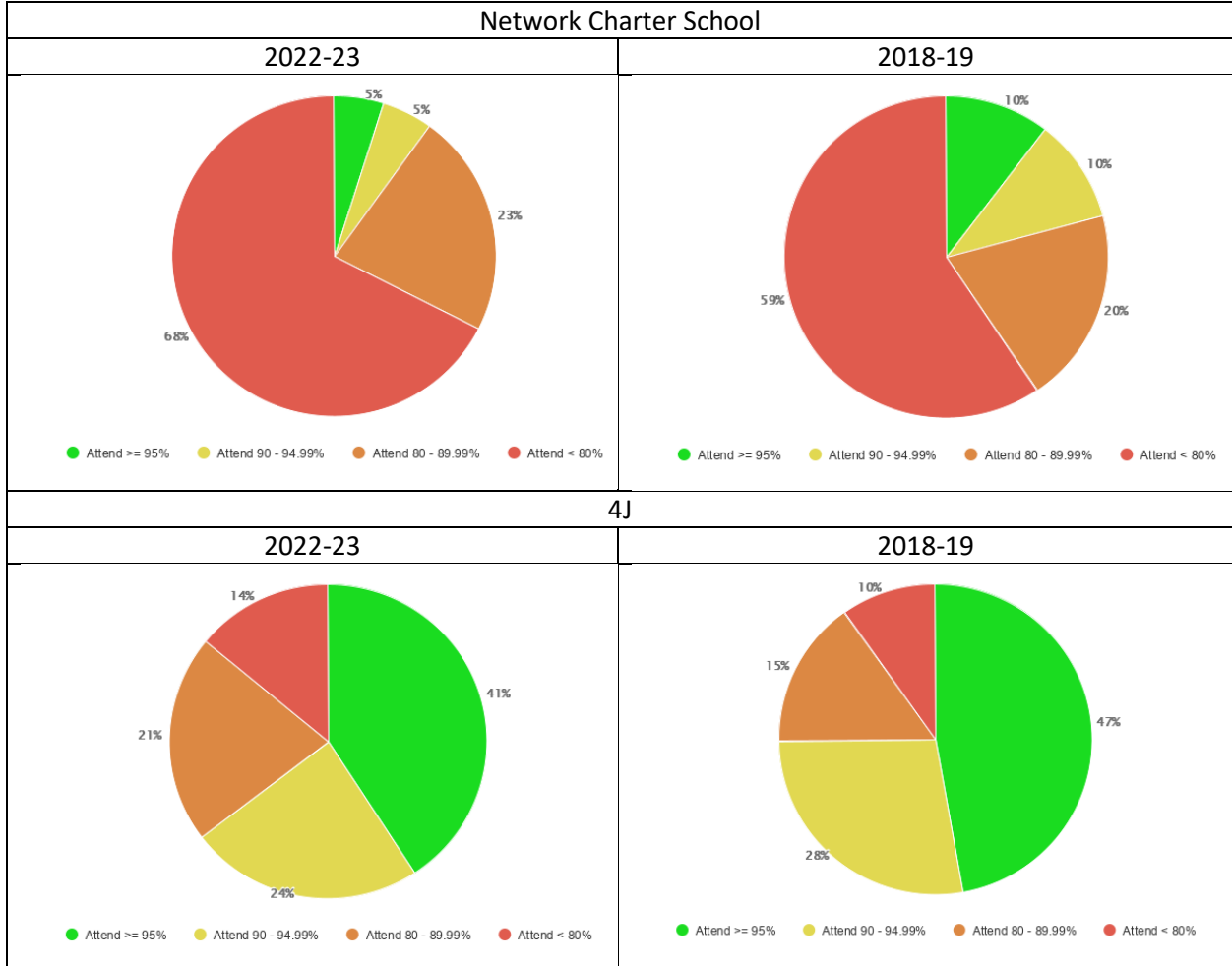


- The percentage of students in Special Education in Network Charter School is larger than in 4J as a whole (28% vs. 14%), but there are currently no ELD students in the school:



**Student Attendance**

- Student attendance in Network Charter School is lower this year than before the pandemic, with 68% of the students attending less than 80% of the time (59% in 2018-19) and 91% of the students attending less than 90% of the time (79% in 2018-19)



## Class Enrollments

- In 2022-23 there have been significant changes to the courses that Network students are taking:

COURSE NAME	2022-2023	2021-2022	2020-2021	2019-2020		COURSE NAME	2022-2023	2021-2022	2020-2021	2019-2020
Algebra I	34	15				Urban Ecology: PE		39	14	1
Creating Social Justice/SS	34		11			Algebra 1 and 1.5		32	12	17
Strides for Social Justice	34					Literature		23		
Earth Science 1	31					Language Arts Laboratory		22	10	6
Nature Thru Lit & Science	31					Health Education - Other		20	14	
Art I	30	17				Language Arts		20	10	10
Yoga	26	8				Unified Science		18		4
Culinary 1-CTE	23	46	29	2		Government/Politics/Law-Other		18		3
Informal Mathematics	21	15		3		Physical Education		17	3	194
Physics	17	4				Garden Crew		17		8
Algebra 1.5	17		19	5		Americana/SS		16		2
English Morphology and Grammar	17					Urban Ecology/OS		16		1
Music	16	33		6		PE w/Walkabout		15	5	
Creative Art - Sculpture	16	5		3		Particular Topics in Law		15		
Geometry I	15	35	6	2		PE w/PeaceOut1		15		
Pre-Algebra	15	33	14	10		History Thru Film		14		
Ultimate Frisbee	15	24		5		Particular Topics in Geography		14		
Literature of a Theme	15	18		5		Printmaking		14		
Leadership	15	14		1		Social Sciences - Other		13	14	3
Language Arts 8	15	11				Graphic Design		13		2
Social Studies 8	14	31		10		Urban Ecology: HE		13		1
French I	14	26				Elemental Earth 2		12		
Environmental Science	14	21		3		Psychology		12		
English Grammar	14	12	11			Study Hall		11	3	
Creative Writing-Narrative	14	6				Coding 3		11		
Creative Writing	14	5	19			LA w/World Cultures		11		
Physical Education-Other	14	2	11	8		Health Education		10		10
Philosophy	14	2				Everyone's a Critic/OS		10		
Survival-LS-M	14	2				Health Esteem		10		
Let's Work Together	14					Lifetime Fitness Education		10		
Topics in World History - 1	13					Literature of a Genre		10		
Walkabout/PE	13					Particular Topics in Biology		10		
Personal Health	12	17				Elemental Earth 3		9		
Algebra II	11	19				Composition		8	16	2
Creative Writing-Poetry	11	6				Creative Art		8	15	4
Literature of a People	11	5	5			Inside Out: PE		8	3	
GED Prep	11	5				Graphic Art/MA		8		2
Independent Living	11		3			National Parks		8		
Fishing/PE	10	10		3		World History & Geography		8		
Fishing/OS	10	10				Mathematics - Ind Study		7		
PE w/PeaceOut 1 MS	10	10				Story Telling		7		
Graphic Art/AF	10	7	16			Career Exploration		6		
Story of Worlds 1	10					Computer Programming		6		
American History	5	19				General PE		6		
Woodcut	5	9				Film and Composition		5		1
Culinary 2-CTE	4	8		3		Adulting 101: Real Skills		5		
Advanced Culinary-CTE	2	2		1		PE Elective/HF		5		
Culinary 3-CTE	2	1	1			World Geography		4		1
French II - A	1					Earth Science 3		4		

## OSAS Scores

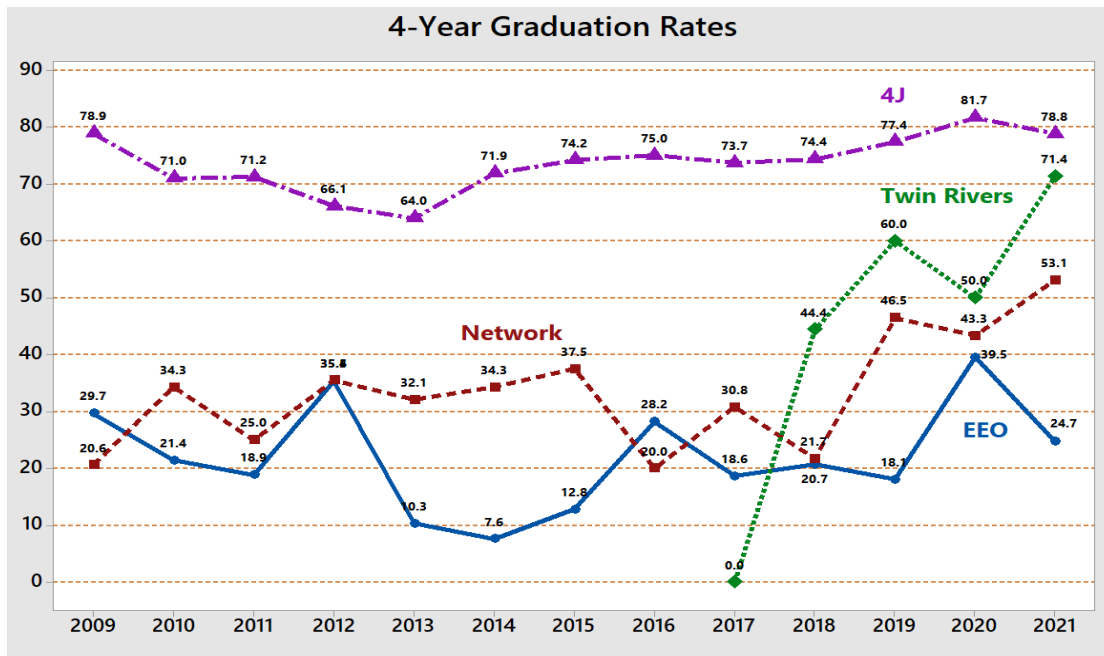
- In 2021-22 Network Charter School had the lowest proficiency rate in the Math OSAS among all 4J schools and the third lowest in ELA:

SCHOOL	2021-22 ELA			2021-22 MATH		
	PEOFICIENCY RATE	N	PARTICIPATION RATE	PEOFICIENCY RATE	N	PARTICIPATION RATE
Charlemagne French Immersion Elementary School	79.1	163	98.2	82.2	163	98.2
Chinese Language Immersion School	73.3	45	100	62.2	45	100
Yujin Gakuen Elementary School	63.6	118	93	58.3	115	90.6
Roosevelt Middle School	63.4	361	65.4	56.8	359	65
South Eugene High School	73.9	134	38.2	54.5	134	37.1
Edison Elementary School	66.9	118	78.3	54.2	118	78.3
Adams Elementary School	57.9	183	84.3	53.9	180	83
Village School	69.1	139	89.3	53.1	130	83.6
Camas Ridge Community Elementary	57.6	118	87	51.7	116	85.5
Ridgeline Montessori	77.6	134	91.6	50.8	132	90.3
Coburg Community Charter School	59.3	113	79.3	50	114	80.7
Gilham Elementary School	56.6	251	93	48.2	247	91.2
Willagillespie Elementary School	49.2	199	89.5	46.4	192	86.5
Edgewood Community Elementary School	61.7	175	87.3	45.1	173	86.3
Twin Oaks Elementary School	55.3	94	90.6	44.1	93	89.6
Buena Vista Elementary School	52	196	93.4	42.3	196	93.4
Spencer Butte Middle School	56.8	213	58.1	41.1	214	58.3
Sheldon High School	56	159	47	38.3	175	51.6
<b>4J</b>	<b>50</b>	<b>6356</b>	<b>74.6</b>	<b>38</b>	<b>6288</b>	<b>73.7</b>
Cal Young Middle School	47.3	357	77.1	36.1	352	76.1
Holt Elementary School	38.5	234	91.5	35.2	233	91.1
Awbrey Park Elementary School	48.8	205	94.5	34.8	207	95.5
Spring Creek Elementary School	37.8	135	97.2	33.6	134	96.5
Family School	49.1	53	86.2	30.2	53	86.2
McCornack Elementary School	34	147	93.4	29.9	147	93.4
Monroe Middle School	44.1	383	72.3	29.3	365	69.3
Arts and Technology Academy at Jefferson	45.8	306	75	26.7	292	71.6
Kennedy Middle School	41.8	280	88.4	26.4	284	89.7
River Road/El Camino del Rio Elementary School	51	143	86.9	25.9	143	86.9
Madison Middle School	36.6	331	79.6	21.6	305	73.5
Howard Elementary School	32.5	194	87.9	20.5	195	88.4
Kelly Middle School	38.4	294	74.4	19.7	289	72.2
Churchill High School	38.2	76	31.5	18	61	25.2
Cesar Chavez Elementary School	24.8	133	85.9	16.8	131	84.7
North Eugene High School	28	82	39.2	12.7	110	51.8
Network Charter School	<b>28.6</b>	<b>7</b>	<b>26.9</b>	<b>12.5</b>	<b>8</b>	<b>30.8</b>

### 4-Year Graduation Rate

- Network Charter School has improved very significantly its 4-year graduation rate since 2018

SCHOOL	4-YR GRAD RATE						4-YR COMPLETION RATE						N			
	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
4J	78.8	81.7	77.8	74.4	(2.9)	4.4	82.6	85.9	84.6	81.2	(3.3)	1.4	1491	1352	1412	1386
Churchill High School	80.9	86.3	90.1	81.2	(5.4)	(0.3)	83.1	87.0	90.8	83.1	(3.9)	(0.0)	272	262	283	266
Eugene Education Options	24.7	39.5	18.1	20.7	(14.8)	4.0	40.7	64.9	58.2	53.9	(24.2)	(13.2)	81	114	177	109
Network Charter School	53.1	43.3	46.5	21.7	9.7	31.4	59.2	56.7	67.4	63	2.5	(3.8)	49	30	43	46
North Eugene High School	77.1	86.2	86.4	81.4	(9.1)	(4.3)	82.2	88.0	86.4	83	(5.8)	(0.8)	253	225	199	188
Sheldon High School	90.4	90.4	90.4	88.3	0.0	2.1	91.5	91.3	91.3	89.2	0.2	2.3	366	333	343	333
South Eugene High School	90.6	92.1	91.6	91.4	(1.4)	(0.8)	92.6	93.8	93.1	92	(1.2)	0.6	406	341	334	348
Twin Rivers Charter Scho	71.4	50.0	60	44.4	21.4	27.0	71.4	55.0	100	44.4	16.4	27.0	14	20	5	9



### 5-Year Completion Rate

- The 5-year completion rate for Network Charter School has also improved very significantly in the last few years, but it is still lower than for 4J as a whole for each group of students

STUDENT GROUP	Network Charter		4J		DIFF.
	N	5-YR Completion Rate	N	5-YR Completion Rate	
Homeless Students	12	25.0	161	54.0	(29.0)
Ever Foster Care	3	33.3	47	48.9	(15.6)
Students with Disabilities	13	38.5	203	63.1	(24.6)
Foster Care	5	40.0	27	44.4	(4.4)
Underserved Races/Ethnicities	7	42.9	267	79.0	(36.2)
Hispanic/Latino	6	50.0	214	81.8	(31.8)
Not Talented and Gifted	50	60.0	1387	84.5	(24.5)
White	36	61.1	1041	87.6	(26.5)
<b>All Students</b>	<b>52</b>	<b>61.5</b>	<b>1497</b>	<b>85.4</b>	<b>(23.8)</b>
Never English Learners	52	61.5	1427	85.4	(23.9)
Female	21	61.9	738	87.3	(25.4)
Combined Disadvantaged	51	62.8	849	77.5	(14.8)
Not Underserved Races/Ethnicities	45	64.4	1230	86.8	(22.3)
Economically Disadvantaged	49	65.3	717	76.4	(11.1)
Male	29	65.5	751	83.8	(18.2)
Students without Disabilities	39	69.2	1294	88.9	(19.6)
CTE Participants	17	76.5	1171	91.9	(15.4)
Multi-Racial	9	77.8	150	79.3	(1.6)
American Indian/Alaska Native	1		20	40.0	
Non-Binary	2		8	62.5	
Not Economically Disadvantaged	3		780	93.6	
CTE Concentrators	5		543	96.1	
Talented and Gifted	2		110	96.4	



## ITEM FOR ACTION

**Date**

January 18, 2023

**Title**

Approve Process for Superintendent's Evaluation (first read)

**Presenter**

Maya Rabasa, Board Chair

**Description**

Board Policy CBG- Evaluation of the Superintendent states:

The board will evaluate the superintendent annually as per timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy, and progress in attaining any goals for the year established by the board and/or superintendent. The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in the Board meeting open to the public. The Board's discussion and conferences with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file. If services are deemed to be unsatisfactory, the superintendent shall be notified in writing of the specific areas to be remedied and shall be given an opportunity to correct these problems if performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to the employment contract with the superintendent and law.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress. Included in the evaluation is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

Revisions to the Superintendent Evaluation Process document have been made. At a future meeting, the board will vote to adopt and implement the Superintendent Evaluation Process.

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**2022 GOAL I**

**Educational Excellence with Equitable Access and Outcomes for Every Student**

*Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.*

Objective 1

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.

Objective 2

Provide instructional supports and systems to meet the needs of all students.

Objective 3

Support struggling learners with interventions, resources and training.

Objective 4

Streamline assessment system to provide effective, efficient, meaningful assessments to inform instruction and maximize time for learning.

DRAFT

Key Actions:

Support the Wellbeing of Students and Staff

- Increase engagement with families of students receiving supports and families of neurodivergent students
- Develop work group to equitable grading framework
- Support the creation of robust multi-tiered systems of support for student mental health and wellbeing

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**2020 GOAL II**  
**Multiple Pathways to Student Success**

*Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

**Objective 1**

Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

**Objective 2**

Provide equitable educational opportunities at all comprehensive secondary schools.

**Objective 3**

Provide strong and varied career and technical education programs.

**Objective 4**

Support student engagement in alternative educational settings.

**Key Actions:**

- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
  - Expand center for applied learning program beyond future build to include creative services program that includes increased relationships with industry partners
  - Revise secondary schedule for implementation in the fall of 2023

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**2020 GOAL III**

**Communication and Connection with Community**

*Foster proactive and positive communication, engagement and partnerships with stakeholders*

**Objective 1**

Implement a comprehensive communication strategy that provides timely, family- centered, two-way communication.

**Objective 2**

Strengthen connections between our schools and our community.

**Objective 3**

Support active school–family communication and engagement.

**Objective 4**

Provide multiple pathways to engagement.

**Key Actions:**

- **Timely Communication and Meaningful Community Engagement**
  - Implement two-way communications platform for low-barrier access to submit questions and concerns – Let’s Talk!
  - Utilize two-way engagement opportunities to involve community in decision making processes – ThoughtExchange
  - Create a well-designed and accessible website that seamlessly integrates with mass notification system
  - Complete an audit of district communications and engagement activities that will inform a comprehensive strategic communications plan

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**2020 GOAL IV**  
**Diverse World-Class Workforce**

*Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

**Objective 1**

Attract, hire and retain high-quality, passionate and diverse staff.

**Objective 2**

Elevate the professional capacity of our workforce to meet the needs of today's learners.

Key Actions:

- Support the wellbeing of students and staff
  - Formalize a Grow Your Own program to diversify the cultural and linguistic make of 4J educators and staff
  - Evaluate and refine professional development for increased alignment

DR Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**2020 GOAL V**  
**Stable, Sustainable Stewardship**

*Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.*

Objective 1  
Optimize efficiencies and improve effectiveness.

Objective 2  
Provide transparent, accountable financial management.

Objective 3  
Allocate resources in an equitable manner to meet every student's needs.

Objective 4  
Develop a sustainable budget aligned to district goals, strategies and objectives.

Objective 5  
Provide safe, secure, sustainable learning spaces that meet educational needs.

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Objective 6  
Optimize technology to meet instructional and operational needs.

Key Actions:

- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
  - Targeted outreach and engagement in the Integrated Guidance input and funding allocations
- Develop a new strategic plan based upon input collected over the course of the year through the established Organizational Decision Quality processes that will guide key decisions.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J**  
**Superintendent Evaluation Format 2022-23 Academic Year**

**Administrative Performance**

*Operations, resource and personnel management; board governance and policy management; professionalism*

**Objective 1**

Offers professional advice to the board with appropriate recommendations based on student analysis

**Objective 2**

Keeps the board regularly informed with data, reports, and information, which enable them to make effective timely decisions.

**Objective 3**

Interprets and executes the intent of board policies and advises the board on the need for new and/or revised policies. Executes board policy in a positive and responsive manner.

**Objective 4**

Makes considerable effort to have a working relationship with the board, treating all board members fairly and respectfully. Handles differences of opinion between board members and himself in an effective manner.

**Objective 5**

Engenders trust among board members, staff, and the community

**Objective 6**

Demonstrates ethical and professional behavior, inspiring others to higher levels of performance.

**Objective 7**

Demonstrates ability to work well with individuals and groups; maintains good relations with parents, community, and local leaders.

**Objective 8**

Speaks well in front of groups, expressing ideas logically and clearly.

**Objective 9**

Maintains professional development through reading, coursework, conferences, professional committees, and meetings with other superintendents.

**Key Actions:**

- Increase district effectiveness through a reorganized infrastructure in order to better meet students' needs while increasing transparency for and accountability to the entire community.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J  
Superintendent Evaluation Format 2022-23 Academic Year**

**Overall comments, reflections, observations:**

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DRAFT



**ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

**Date of Meeting**

January 18, 2023

**Title**

Consider and Discuss Options for the Old North Eugene High School Building

**Presenter**

Superintendent Andy Dey and Chief Operations Officer Kyle Tucker

**Options and Alternatives:**

The new North Eugene High School is slated to open fall of 2023.

At the January 18 meeting staff will review options for the old North Eugene High School building. The board will have the opportunity to ask questions and discuss possibilities.

At a future meeting the board will take action on next steps.

**Recommendation**

The superintendent will make a recommendation at a future meeting.