

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid (in-
 person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, March 5, 2025

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID: 912 2512 8314

School Board Meeting Request Forms:

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

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

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

6:00 PM

Regular Meeting

I.	6:00 p.m. Regular Board Meeting:	
II.	Call to Order, Roll Call, Land Acknowledgment	
III.	Agenda Approval	
IV.	Introduction of Guests and Superintendent's Report	
V.	Receive Reports from High School Student Representatives	
VI.	Items Raised by the Audience	
VII.	Comments by Employee Groups	
VIII.	Consent Group - Items for Action	
	1. Approve the Board Meeting Minutes Draft for: February 5, 2025, Regular Board Meeting	3
	2. Bond Project – South Eugene High School Softball Field Drainage Improvements Presenter: Ryan Spain, Director of Facilities	16
	3. Approve Personnel Action Presenter: Kate Marrone, Director of Human Resources Colt Gill, Interim Superintendent	17
	4. Approve the Revised 2024-25 Board Meeting Calendar Presenter: Colt Gill, Interim Superintendent	32
IX.	Items for Information	
	1. Budget Process & Budget Committee Meetings Presenter: Matt Brown, Director of Financial Services 15 Minutes	34
	2. Receive Updated Report on Incidents Related to 4J Board Policy ACC, Racial Harassment Presenter: Oscar Loureiro, Director of Research and Planning 20 Minutes	36
	3. Receive an Update on the Superintendent Search Process from the Ad Hoc Superintendent Search Board Subcommittee Presenters: Judy Newman, Subcommittee Facilitator & Board Director; Tom Di Liberto, Subcommittee Member & Board Vice Chair; Morgan Munro, Subcommittee Member & Board Director 15 Minutes	42
	4. Receive an Update from the Community Engagement Board	43

Subcommittee
 Presenters: Ericka Thessen, Board Director & Subcommittee Member;
 Maya Rabasa, Board Director & Subcommittee Member; Rick Hamilton,
 Board Director & Subcommittee Member
 15 Minutes

- X. **Items for Action**
1. Approve Revisions to Policy KL–Public Complaints 44
 Presenters:
 Carmen Xiomara Urbina, Chief of Staff
 Christine Nesbit, General Counsel
 5 Minutes
 2. Adopt new Board Policy EBCA – Safety Threats** 52
 Presenters:
 Brooke Wagner, Assistant Superintendent for Administrative Services
 Jen Bills, Director of School Safety and Emergency Management
 5 Minutes
 3. Approve Revisions to Board Policy EBCB – Emergency Procedure Drills
 and Instruction 55
 Presenters:
 Brooke Wagner, Assistant Superintendent of Administrative Services
 Jen Bills, Director of School Safety and Emergency Management
 5 Minutes
- XI. **Items for Action at a Future Meeting**
1. K-10 Core Mathematics Curriculum Adoption 59
 Approval of Board Adopted HS Mathematics Instructional Materials
 Presenters: Colt Gill, Interim Superintendent
 Erin Gaston, Elementary Curriculum Administrator
 Courtney Leonard, Secondary Curriculum Ad,imistratpr
 Jamie Tait, Elementary Math Specialist
 Virginia Seefeld, Secondary Math Specialist
 30 Minutes
 2. Integrated Guidance (IG) 2025-27 Biennium Plan Presentation 91
 Presenters: Judy Jesiah, State & Federal Grant Manager-IG
 Oscar Loureiro, Research & Planning Director
 30 Minutes
 3. Consider for Approval Revisions to Policy CCG–Evaluation of
 Administrators 214
 Presenter:
 Larry Williams, Assistant Superintendent of Instruction and Access
 10 Minutes
- XII. Comments by Individual Board Members
 XIII. Suggestions by the Board for Consideration of Items at a Future Meeting
 XIV. Adjourn

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the
 TDD Relay Number 1 (800) 735-2900



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

March 05, 2025

Title

Approve the Board Meeting Minutes Drafts for:
○ February 5, 2025, Regular Board Meeting

Background

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

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

Date: February 5, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 31, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

None.

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff (online)
Matt Brown, Director of Finance
Bob Blyth, Associate Director of Finance
Larry Williams, Assistant Superintendent of Instruction
Oscar Loureiro, Director of Research and Planning
Jen Bills, Director of School Safety and Emergency Management
Brooke Wagner, Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Katheryn Hehman, International High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Jazmin Berry, North Eugene High School
Sheridan Schilling, Churchill High School

Autumn Thessen, Early College and Career Options (ECCO)
Max Pike, Early College and Career Options (ECCO) (online)
Lane Lowd, Eugene Online Academy (EOA) (online)

EMPLOYEE GROUPS:

None.

OTHER GUESTS:

None.

MEDIA:

KRVM

Register Guard

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

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

II. AGENDA APPROVAL

Chair Jonak requested to include an Item For Action regarding a complaint dated December 1, 2024. The agenda was approved as amended.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Interim Superintendent Colt Gill addressed the student representatives about an opportunity to participate in a lottery relating to the hiring of the next Eugene School District 4J superintendent. He said the student representatives should have received an email from Lisa Fjordbeck, Operations Coordinator for the Superintendent’s Office. Interim Superintendent Gill read a personal statement honoring 4J school counselors during National School Counseling Week.

IV. RECEIVE REPORTS FROM HIGH SCHOOL STUDENTS

South Eugene High School Representatives Cora Ludwig and Deeya Patel spoke about South’s new phone policy, including “cell hotels” for Freshman. For grades 10 and up, students are expected to keep their phones/personal devices off and put away. Regarding food regulations and affinity groups, school administration has arranged for members of the nutrition department to attend a Student Advisory Group meeting to discuss. Winter Formal is Saturday, February 8, 2025 at the Ford Alumni Center.

Churchill High School Representative Sheridan Schilling said that students are reporting that rules are not being enforced, resulting in students being unclear about what violations equate to certain consequences. She mentioned the need for rules to be extremely clear and consistent throughout the district. She said food regulations and affinity groups continue to be a challenge and that student government, affinity groups, clubs, and the

general student body are seeking a change or more clarity. Ms. Schilling added that teacher morale is improving along with the new administration and attendance is up.

Sheldon High School Representative Carmen Gonzalez Valle brought attention to the issue of the cheer squad being refused physical education credits. She cited the oppression of women in predominantly female sports. Another growing concern among students are new U.S. Immigration and Customs Enforcement (ICE) policies. Although the district has issued a statement that they will not allow ICE officers into school buildings, there is still growing concern among students of color. She urged that the district do more to quell the concerns of students. Ms. Gonzalez Valle recognized school counselors during National School Counseling Week.

Eugene International High School (IHS) Representative Katheryn Hehman reported that both the new phone policy is creating an air of discomfort at IHS. She cited four previous bomb threats and said that there remains a certain level of anxiety, specifically among upperclassmen. She reported that students feel they were not consulted on the decision. Additionally, students are reporting that the new Smart Pass policy feels like an invasion of privacy and is ineffective. Ms. Hehman added that IHS recently hosted Skate Night at The Rink Exchange.

Eugene Online Academy (EOA) Representative Lane Lowd (online) reported that they have no official school report this week due to a late introduction this year on the Board. EOA does not yet feel fully immersed and represented on the Board.

V. ITEMS RAISED BY THE AUDIENCE

Emily Gilkey-Palmer, Librarian at Buena Vista Spanish Immersion Elementary School, thanked the Board of Directors (BOD) for funding district libraries and librarians. She shared a personal story about the positive impacts of their support.

James Longoria, 4J educator and track and field coach, spoke about issues related to the track and field schedule. He encouraged a four-day schedule, Monday through Thursday. He said the schedule has already proven successful. He discouraged having an inconsistent practice schedule, and cited susceptibility to injuries, among other issues.

Jason Erickson, 4J educator and track and field coach, voiced concern about the track and field schedule not allowing for safety and injury prevention. He advocated for a four-day schedule, Monday through Thursday. He explained that a consistent schedule allows athletes to properly warm up and physically prepare for competition. Mr. Erickson said he represents his fellow coaches and more than one thousand middle school track and field athletes.

Jason Miller, 4J educator and track and field coach, spoke about issues related to the track and field schedule. He encouraged a four-day schedule, Monday through Thursday. He said the inconsistent schedule raises issues of equity and safety, citing a five-day

schedule at the high school level, and inequitable access to coaches. He discouraged from not holding a practice before a meet.

Scott Bush, 4J educational assistant and track and field coach, voiced concern about the track and field schedule. He encouraged a four-day schedule, Monday through Thursday. He said that the new schedule has resulted in lower attendance and inadequate time to prepare and warm up, among other issues.

Jaime Hock, 4J educator (online), acknowledged National School Board Month (in January) and National School Counseling Week. She said there are more than 50 school counselors within the district and expressed that no human can learn unless they are feeling safe and emotionally regulated. She thanked 4J school counselors.

Roscoe Caron, Community Alliance for Public Education (CAPE) member (online), stated that within the district the school day has become largely a drudgery of reading and math and leaving little time for science, health, geography, art, history, and play-based learning. He cited overpriced curriculum based on collecting data and preparing for the next test. He discouraged an administration-centered over child-centered education.

VI. COMMENTS BY EMPLOYEE GROUPS

There were none.

VII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MINUTES FOR DECEMBER 4, 2024 BOARD WORK SESSION; JANUARY 15, 2025 REGULAR BOARD MEETING; AND JANUARY 22, 2025 BOARD WORK SESSION

There was no discussion.

2. APPROVE ED CENTER ROOFTOP MECHANICAL EQUIPMENT REPLACEMENT

There was no discussion.

3. APPROVE SUPPORT FOR FEDERAL COMMUNITY IMPROVEMENT FUNDS FOR LOCAL PROJECTS BENEFITING STUDENTS

There was no discussion.

4. APPROVE SCHOOL YEAR CALENDAR ADJUSTMENTS TO THIS SPRING ON THE 2024-25 CALENDAR

There was no discussion.

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

VIII. ITEMS FOR INFORMATION

1. RECEIVE REPORTS ON 4J GRADUATION RATES FOR 2023-24

Assistant Superintendent of Instruction and Access Larry Williams and Director of Research and Planning Oscar Loureiro presented information about 4J graduation rates for the 2023-24 school year via PowerPoint presentation.

The data was released by the Oregon Department of Education (ODE) on January 29, 2025. The graduation rates count students who received regular or modified diplomas. The dropout rate is the percentage of high school students who dropped out of formal education.

Mr. Loureiro explained that although there was a drop (1 point) in 2023-24, there has otherwise been long term growth (15 points from 2015-2024) as it relates to graduation rates. The decrease in graduation rates was consistent throughout all district high schools. Students involved in Career and Technical Education (CTE) have significantly higher graduation rates than other students.

Mr. Loureiro highlighted four possible contributing factors:

1. Change in how graduation rates were allocated
2. The effects of the pandemic
3. Graduation readiness at the end of 9th grade
4. The new (2x4 ABC schedule)

Mr. Loureiro presented a table revealing how 4J graduation rates compare with Oregon's 10 largest districts. 4J ranked between eighth and ninth throughout the 2018-2024 school years.

Mr. Loureiro presented a table revealing how 4J graduation rates compare with other Lane County districts. 4J ranked between fifth and eighth throughout the 2018-2024 school years.

Mr. Loureiro presented a table showing five-year graduation rates, reflecting a minimal decline in the district during the 2023-24 school year.

Mr. Williams explained 4J's next strategies to improve graduation rates, such as an extended day program and online courses, schedule changes, focusing on attendance and engaging families, and increased planning time to support teachers.

Mr. Loureiro and Mr. Williams invited questions from the BOD.

Ms. Thessen asked what the district is doing to support homeless students.

Mr. Williams responded that last year the district hired a third professional to work with McKinney-Vento students. He explained that the position was extended beyond the school year into the summer, which they believe will help.

Ms. Newman commented that the impact of CTE on graduation rates is encouraging. She asked about the drop in the 9th grade on-track. She questioned whether having fewer instructional hours had a significant impact.

Mr. Williams believes that having fewer instructional hours has a significant impact because in certain courses more time is beneficial.

Mr. Loureiro responded that the decline in 9th grade students on-track is due both to students taking fewer classes and students failing a higher number of classes than before the pandemic.

Interim Superintendent Gill commented that he believes the whole team is clearly unhappy with the 2023-24 graduation rates. He does not think it reflects the potential of students or the efforts of staff. He mentioned the number of changes that have been introduced, which he said students and staff are still getting used to. He said the supports being put into place should result in gains in the district.

Ms. Rabasa requested data about migrant education program students.

Mr. Loureiro responded that the district does not present data when the student group has less than five represented, as is the case with migrant education program students.

Ms. Rabasa asked if the district is tracking the number of students dropping out between 8th and 9th grades.

Mr. Williams responded affirmatively.

Ms. Rabasa recommended possibly offering CTE opportunities at lower grade levels.

2. SECOND QUARTER FINANCIAL REPORT: 07/01/2024 THROUGH 12/31/24

Finance Director Matt Brown and Associate Finance Director Bob Blyth presented information about the second quarter financial report via PowerPoint presentation. He referenced a financial report provided in the meeting packet.

Mr. Brown highlighted the following in the 2nd Quarter Financial Report:

General fund:

- The district is on track to spend what is appropriated and budgeted for the year
- Limited vacancy savings going into 2026 due to adjustment to EEA agreement
- Spend down of beginning fund balance estimated at \$30.9M (starting FY26 at \$44M instead of \$75M)

Supplemental budget:

- Supplemental budget planned for March/April
- Additional appropriations in response to finalized EEA & MAPS agreement, additional grants, and organizational cleanup

Mr. Brown presented 2025 budget roadshow tour dates. He explained that they expanded the locations this year to include elementary and high schools.

Mr. Blyth outlined the following budget buckets: general fund (100s), special purpose (200s), debt service (300s), capital projects 400s), insurance reserves (600s), and private trust (780). He noted that the general fund accounts for roughly 50% of the budget. He stated that \$.89 of every dollar is spent on people in the district.

Mr. Brown noted that there has been a significant increase in staffing over the past four years. The vacancies are primarily classified positions in special education and transportation.

Mr. Blyth brought attention to enrollment rates and the State School Fund (SSF). District enrollment has been declining every year since 2020, and the trend is expected to continue.

Mr. Brown added that staffing is outpacing enrollment. He outlined forecast assumptions, including but not limited to: enrollment decreases, PERS increases, SSF increases, and reserve policy increases. He noted that the budget reflects an increase of \$24,150,000 in costs from last year to this year. He showed a chart revealing a \$30.9 million dollar gap (i.e. overspending) and said the status quo moving forward is not a sustainable model. To right size the budget, one approach is reducing expenses by \$10 million, \$20 million, or \$30 million—with a \$30 million reduction being the most effective. He reiterated that 90% of the budget is spent on people (i.e. staff).

Mr. Brown explained that the district projects to begin next fiscal year with about \$44 million, spending down \$31 million of the \$75 million that the district currently has. He noted that the actuals will be updated throughout the budget process and prior to presenting a proposed balanced budget to the Budget Committee in the spring. They will not have information from the legislature relating to the SSF until May. He added that the interim superintendent and the executive leadership team are developing a budget decision tool to guide budgetary decision-making.

Mr. Brown and Mr. Blyth invited questions from the BOD.

Interim Superintendent Gill mentioned that there will be key legislative updates occurring within the next several weeks which may signal revenue forecasts likely to impact the district in a variety of ways.

Ms. Munro asked if, related to district enrollment decreases, there is an opportunity to maximize the fact that 4J has historically been a desirable district for students to attend.

Mr. Blyth responded that neighboring districts are also experiencing drops in enrollment.

Chair Jonak asked if there is reason to be concerned about impacts to the state fund as a result of impacts to federal funding.

Mr. Blyth responded that it is a concern.

3. 4J SCHOOL BOARD COMMUNITY CHATS AND PRINCIPAL STUDENT ADVISORY VISITS

Chief of Staff Carmen Xiomara Ubrina provided an update about the School Board Community Chats and Principal Advisory Visits.

Ms. Urbina explained that the initiative is designed to create intentional, meaningful dialogue between the Board, students, and the community, ensuring that family and student voices have a role in shaping district priorities and decision-making. Phase one, a community engagement chat, was completed in fall 2024. She mentioned that key themes and takeaways have informed ongoing district and student engagement efforts. Phase two will begin in March 2025. The next stage involves direct engagement with students through Principal Advisory Groups and Board member engagement with students.

IX. ITEMS FOR ACTION

1. AUTHORIZE BOARD CHAIR TO SEND A CLOSURE LETTER FOR A COMPLAINT DATED DECEMBER 1, 2024.

There was no discussion.

MOTION: Vice Chair Di Liberto moved to authorize the Chair to send a closure letter for a complaint dated December 1, 2024. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE PROPOSED REVISIONS TO BOARD POLICY DI—FINANCIAL MANAGEMENT POLICIES

Mr. Brown presented information related to proposed revisions to Policy DI – Financial Management Policies.

Mr. Brown referenced a document provided in the meeting packet detailing reserve policies at comparable school districts including, but not limited to: Portland, Salem, and Beaverton. Additionally, information was gathered relating to 4J's previous financial management policies, specifically the reserve policy. Data revealed that the reserve policy has been roughly 5% since 1998.

Ms. Newman proposed increasing reserves to 9.5% with 4.5% in contingency funds and 5% in unappropriated funds.

Chair Jonak asked how much flexibility or nimbleness increasing the reserves would provide the district if faced with cuts at federal level.

Mr. Brown responded that the district would have more contingency funds to move into appropriations for spending.

Vice Chair Di Liberto shared his perspective that while he was initially inclined to keep the reserve policy the same, threats from the federal government that may affect the district have given him reason to be more cautious and he is in favor of backing the 8% reserve policy staff recommendation. He recommended re-evaluating the reserve policy within one year.

Ms. Rabasa expressed opposition to the reserve policy staff recommendation. She added that she would like to revisit the policy after classified employee bargaining.

Ms. Thessen echoed Ms. Rabasa's sentiments about waiting until after bargaining.

Chair Jonak explained that she has generally not been in favor of increasing reserves, but she is concerned about the unprecedented level of unpredictability of funding at the federal level potentially impacting direct and indirect district funding. She said being more conservative fiscally makes sense. She added that while she would like to wait, there is a short timeline to complete the budget.

Ms. Munro emphasized the need to be stable, consistent, and supportive of staff. She cautioned against issuing staffing cuts with no warning and expressed support for raising the reserve policy to serve as a buffer.

MOTION: Ms. Newman moved to approve increasing reserves to 9.5% with 4.5% in contingency funds and 5% in unappropriated funds. Mr. Hamilton seconded. **The motion failed, 2:5:0; Ms. Newman and Mr. Hamilton voting in favor; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Munro, and Ms. Thessen opposed.**

MOTION: Ms. Munro moved to approve proposed revisions to Board Policy DI, increasing reserves to 8% with 3% in contingency funds and 5% in unappropriated. Chair Jonak Seconded. **The motion passed, 5:2:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Munro, and Mr. Hamilton voting in favor; Ms. Rabasa and Ms. Thessen opposed.**

MOTION: Chair Di Liberto moved to re-evaluate the reserve policy within one year. Ms. Thessen seconded. **The motion passed, 6:1:0; Chair Jonak, Vice**

Chair Di Liberto, Ms. Rabasa, Ms. Munro, Ms. Thessen, and Mr. Hamilton voting in favor; Ms. Newman opposed.

2. APPROVE REVISIONS TO POLICY CBC—SUPERINTENDENT CONTRACT (SECOND READ)

Interim Superintendent Gill introduced revisions to Policy CBC – Superintendent Contract.

Interim Superintendent Gill referenced questions posed during the previous discussion. He reviewed the statute relating to a 12-month notice for termination without cause and confirmed that it references a 12-month notice and it does not include a revision about the remainder of the contract.

Related to the purchase and use of charter schools, he said that the provision is limited to district property or school property that the superintendent has authority over. He updated the policy language to specify a district sponsored public charter school.

MOTION: Ms. Munro moved to approve revisions to Policy CBC— Superintendent Contract. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER APPROVAL OF THE DRAFT 2025-27 LANE EDUCATIONAL SERVICE DISTRICT (ESD) SERVICE PLAN

Interim Superintendent Gill introduced approval of the 2025-27 ESD Service Plan. He noted that the plan was reformatted to be more readable. The plan also includes more information about funding streams and services, including special education funding, professional learning and development, diversifying the workforce, and migrant education services. He mentioned that the Lane Career Academy is now a fully funded core program. Interim Superintendent Gill reported that all 16 county superintendents and the Lane ESD Board unanimously approved the service plan.

2. CONSIDER FOR APPROVAL NEW POLICY KJG—TRIBAL CONSULTATION

Interim Superintendent Gill introduced approval of Policy KJG – Tribal Consultation. The policy was developed in consultation with the Confederated Tribe of Siletz Indians, the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, the Office of Indian Education at ODE, and the Oregon School Boards Association (OSBA). He explained that in some circumstances, tribal consultation is required both state and federally to help ensure that the district is following treaty rights, honoring Native American and Alaskan Native traditions, and ensuring that Native students are well served with respect to their language, culture, heritage, and the wishes of their tribal

nation. He added that a certain level of Title VI funding requires tribal consultation, however the policy includes the intent that the district honor tribal consultation regardless of federal funding thresholds.

3. CONSIDER FOR ADOPTION NEW BOARD POLICY EBCA—SAFETY THREATS (FIRST READ)

Director of School Safety and Emergency Management Jen Bills and Assistant Superintendent for Administrative Services Brooke Wagner presented information about the adoption of Policy EBCA—Safety Threats.

Ms. Bills explained that the district regularly communicates every safety threat and works hard to not increase fear, to communicate clearly, and in a timely manner. The main tool for communicating is ParentSquare and via email.

Interim Superintendent Gill added that the new policy is required following a bill passed in 2023.

4. CONSIDER PROPOSED REVISIONS TO BOARD POLICY EBCB—EMERGENCY PROCEDURE DRILLS AND INSTRUCTION (FIRST READ)

Ms. Bills and Ms. Wagner presented information about proposed revisions to Policy EBCB—Emergency Procedure Drills and Instruction.

Ms. Bills explained that the policy revisions reflect updates to staff and student training for lockdown, shelter in place, secure evacuations, and holds. She said the drills have been conducted multiple times at every district school.

5. CONSIDER PROPOSED REVISIONS TO BOARD POLICY GCDA.GDDA—CRIMINAL RECORDS CHECKS AND FINGERPRINTING (FIRST READ)

Ms. Bills presented information about proposed revisions to Board Policy GCDA.GDDA—Criminal Records Checks and Fingerprinting.

Ms. Bills explained that revisions to the policy include removing the ability for individuals to have direct contact with children until their criminal record check is completed. She added that the district is looking for ways to reduce the cost of fingerprinting for parent volunteers.

Ms. Munro brought attention to a discrepancy in the policy related to the cost of background checks.

XI. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Ms. Rabasa reported that herself and Ms. Thessen visited Washington D.C. as part of a delegation organized by OSBA and they will soon be sharing more information.

Mr. Hamilton acknowledged statements made by the student representatives and encouraged them to keep coming forward with issues.

Chair Jonak shared a personal statement honoring Black History Month.

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

Ms. Newman suggested holding a work session to share information collected in the community listening sessions.

Ms. Munro requested a Friday memorandum with data about 9th grade on-track to graduate.

XIII. ADJORN

Chair Jonak adjourned the regular meeting at 9:43 p.m.

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

March 5, 2025

Title

Bond Project – South Eugene High School Softball Field Drainage Improvements

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Equitable athletic facilities was a component of the 2018 bond projects. After attempts to improve existing drainage in the outfield it was determined that drainage replacement would be required to provide an equitable outfield surface to the boy's baseball outfield. Work is to be commence immediately following the 2025 high school softball season.

Budget/Resource Implications:

Multiple bids were received with the successful bid by Delta Construction in the amount \$318,000 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to Delta Construction for the South Eugene High School Softball Field Drainage Improvements in the amount \$318,000, funded from General Obligation Bond funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

March 5, 2025

Title

PERSONNEL ACTION

Presenter/s or who is submitting this item

Kate Marrone, Director of Human Resources
Colt Gill, Interim Superintendent

Description of Presentation / Background

Based on the recommendation of the Assistant Superintendent for Administrative Services and accepted by the Superintendent, the Superintendent recommends the Board adopt the following Resolution regarding the future contract status for the following personnel. A separate report is provided in the case of any nonrenewals or nonextensions recommended.

MEMO TO: Board of Directors
Eugene School District 4J

FROM: Kate Marrone, Director of Human Resources
Colt Gill, Interim Superintendent

DATE: March 5, 2025

SUBJECT: PERSONNEL ACTION

Based on the recommendation of the Assistant Superintendent for Administrative Services and accepted by the Superintendent, the Superintendent recommends the Board adopt the following Resolution regarding the future contract status for the following personnel. A separate report is provided in the case of any nonrenewals or nonextensions recommended.

RECITALS

WHEREAS, School District No. 4J, Lane County, Eugene, Oregon is a fair dismissal district as defined in ORS 342.815 and is subject to the teacher and administrator dismissal, contract renewal and nonrenewal, contract extension and nonextension procedures set forth in ORS 342.805 to 342.930,

WHEREAS, the statutory time for renewal or nonrenewal of contracts for probationary teachers and probationary administrators is by March 15 of each year,

WHEREAS, the statutory time for extension or nonextension of contracts for contract teachers is by March 15 of the first year of their two-year contracts,

WHEREAS, the statutory time for extension or nonextension of contracts for administrators is by March 15 of the second year of their contracts,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed and assigned on an annual basis is by March 15 of each year,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed pursuant to two-year contracts is by March 15 of the first year of said contracts,

WHEREAS, the District's time for renewal or nonrenewal of contracts for temporary teachers, as that term is defined in ORS 342.815 (10), and other temporary personnel hired for employment only during the 2023-24 fiscal year is by March 15,

WHEREAS, the District will renew, not renew, extend, or not extend employment contracts, as set forth in the resolutions below,

RESOLUTION

BE IT HEREBY RESOLVED, by the District School Board meeting in regular session, that the following actions are hereby taken with respect to the following teachers, administrators, and other named categories of employees:

A. ELECTION OF PROBATIONARY TEACHERS AND ADMINISTRATORS

The contracts for the following probationary teachers and probationary administrators are renewed for one year, 2025-26, and the status of said probationary teachers and administrators advanced will be as set forth below:

1. TEACHERS, Advanced to Second Year Probationary Status, Full-Time:

- 171499
- 171827
- 171821
- 171684
- 171727
- 171685
- 170670
- 166217
- 167337
- 171680
- 171690
- 165295
- 171686

171587
171804
171266
171718
164810
163358
167363
167766
170805
171973
171790
170974
165396
171806
171808
171698
164547
167677
167743
171791
171720
163920
170515
167449
170627
167334
171823
164982
171287
171732
172171
164933
166076
171459
165263
166866
171092
171361
160286
171737
171738
170783
166248
171740
171742
171787
171781
171741
171131

2. TEACHERS, Advanced to Second Year Probationary Status, Part-Time:

170388
171034
163152
171241
162340
171206
170936
170073
170518
171730
171712
163574
170550
171722
171539
171733
167426
160500
166607

3. TEACHERS, Advanced to Third Year Probationary Status, Full-Time:

171498
171483
171679
160349
170963
163622
170218
166865
171053
170948
163519
164786
165486
171381
170953
166389
171055
170181
171026
171857
160906

171703
167030
167631
170316
170878
170965
170243
171042
167634
166795
167301
170849
170968
171713
167456
171792
164544
167739
166020
167284
167737
171043
167140
171721
171100
171719
135618
170972
167395
165165
170977
170208
170384
165619
171803
171088
166797
171546
170187
170764
167416
170199
171056
166877
170506
170975
160738
171025
171725

135931
170983
171054
170191
166318
171071
170990
167191
167148
170993
171069
170854
165541
170078
170301
171789
137180
170902
167552
167388
170272
171048
166773
171739
166337
163003
167431
171744
171072

4. TEACHERS, Advanced to Third Year Probationary Status, Part-Time:

164578
171061
164768
164942
171805
163708
161959
167764
171067
171066
166627
167674
162521
170491
166654

171086

5. ADMINISTRATORS, Advanced to Second Year Probationary Status, Full-Time:

164223
164696
171707
171645
171726
171702
164712
171705

6. ADMINISTRATORS, Advanced to Third Year Probationary Status, Full-Time:

170935
131453
170931
170932
171020
170885

B. ADVANCEMENT OF PROBATIONARY TEACHERS TO CONTRACT STATUS:

The following third-year probationary teachers are elected as contract teachers, with the status set forth below, and their contracts extended through June 30, 2026:

TEACHERS, Advanced to Contract Status, Full-Time:

166218
170304
171032
170148
166895
164323
161309
170009
170010
170949
170011
170964
165146
170966
150025
160776
170954
167217

167733
167122
170955
130223
170956
170173
167302
166960
167251
170013
164352
170022
171035
170503
167147
170023
171036
170167
166444
170933
170969
167413
170127
170169
170976
160318
170973
166053
137301
170203
167419
170982
167621
137155
170118
170950
135449
167187
170045
167748
170970
170957
167144
167638
167216
165553
170103
170161
166790
170044

164805
166649
166437
167206
167732
170050
170046
170061
170109
166273
167761
170104
167225
167699
170065
161815
170999
164608
167240
165336
163411
171438
170116
170178
162388
170209

1. TEACHERS, Advanced to Contract Status, Part-Time:

137491
161105
170182
167101
170217
165811
167517
137284
134991
162211
136788
166843

C. NONRENEWAL ACTION RELATING TO PROBATIONARY
TEACHER AND ADMINISTRATOR CONTRACTS

The employment contracts for the following probationary teachers and probationary administrators shall not be renewed for the 2025-26 school year, and the employment contracts

of the educators below will expire in June 2025: None.

D. EXTENSION ACTIONS RELATING TO CONTRACT TEACHER CONTRACTS:

1. The employment contracts for all current contract teachers, unless listed below, are extended for a new two-year period, from July 1, 2025 through June 30, 2027.
2. First time nonextensions of contract teachers. The 2024-25 to 2025-26 contracts for the following contract teachers shall not be extended: None.
3. Second time nonextensions of contract teachers. A second time non-extension means that the contract teacher's employment contract will expire and the teacher will not be re-employed the following school year. The contracts for the following contract teachers shall not be extended and will expire on June 30, 2025: None

E. ADVANCEMENT OF PROBATIONARY ADMINISTRATORS TO CONTRACT STATUS:

The following probationary administrators are elected as contract administrators, with the status set forth below, for the term of July 1, 2025 - June 30, 2028:

130660
170093
170096
135201
170251
134842
162234

F. EXTENSION ACTIONS RELATING TO LICENSED CONTRACT ADMINISTRATORS:

1. The employment contracts for the licensed contracted administrators listed below, for the term in effect through June 30, 2026, shall be extended by one year, through June 30, 2027:

165276
167247
137496
163694
164186
160541
130052
167002
133312
160088
161425

165886
135167
133050
165911
166202
163263
132550
131334
133366
133431
131030
163700
163724
166258
166204
162874
165272
163317
166178
167006
131454
135636
162894
136858
162905
166702
161135
167001
135659
166909
164662
162037
165200
163192
160949

2. The contracts for the following contract administrators shall not be extended: None.

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL:

The contracts for the following personnel are extended for one-year, through June 30, 2026.

1. REGISTERED NURSES:

172176
166393
164552
171365

170406
167384
166755
162240
166980
171095
166688
166781
171975

2. ADMINISTRATORS, with Annual Assignments:

172015 BILLS, JENNIFER Y
170227 BROWN, MATTHEW A
165977 CUADROS, JILL E
162909 LOUREIRO, OSCAR
171378 MAIGA, TALATOU ABDOULAYE
164061 MENACHEMSON, STEVE
164039 SPAIN, RYAN M

3. OTHER PERSONNEL, with Annual Assignments:

165326
160731
166751
131709
170007
136386
160099
165270
161793
171689
167447
170532
170928
163371
170014
170796
164241
165253
165865
171716
171820
133188
166710
171717
167756
171822

171046
170978
136425
133732
170042
171699
137023
162743
166541
164016
162412
167007
133934
171729
171138
166261
171120
170018
164742
171819
165022
170583
170210
162018
166685
161377
171742
130979
166112
133737
167051
164947
166986

H. EXTENSION ACTIONS ON PERSONNEL WITH TWO-YEAR CONTRACTS:

The employment contracts for the following Assistant Superintendents and other personnel listed below shall be extended for three years, for the term of July 1, 2025 - June 30, 2028:

160698
165365
161376
162121
136971
130000
133372

I. ACTION ON TEMPORARY PERSONNEL:

The following employees were hired for temporary employment only during the 2024-25 school year and will not have their contracts renewed for the 2025-26 year:

1. TEACHERS, Temporary (less than .5 FTE):

164006
171481
167190

2. TEACHERS, Temporary (.5 FTE to less than 1.0 FTE):

163109
134528
171192
171160
170904
172216
166146
170189
164706
171814
171283
171815
171802
171933
165599

3. TEACHERS, Temporary, Full-Time:

171683
170721
171079
172203
170375
170852
166272
170413
171818
172240
172090
171403
171797
162878
166835

170989
163291
171979
171171
171785
170733
171793
170193

4. ADMINISTRATORS, Temporary, Full-Time:

170972

5. OTHER PERSONNEL, Temporary:

130299

6. SCHOOL NURSES, Temporary (less than .5 FTE): None

7. SCHOOL NURSES, Temporary, (.5 FTE to less than 1.0 FTE): None

8. SCHOOL NURSES, Temporary, Full-Time: None

The Superintendent announces the resignation or retirement of the following staff members:

166937
166730
170884
162892
131221
130070
135618
161416
161647
163565
166706
166976
132559



ITEM FOR ACTION—CONSENT AGENDA

Date of Meeting

March 5, 2025

Title

Approve the Revised 2024-25 Board Meeting Calendar

Presenters

Colt Gill, Interim Superintendent

Description

The attached 2024-25 Board Meeting calendar draft would move the April 9, 2025 Regular Board Meeting to April 16, 2025.

Recommendation

Interim Superintendent Colt Gill recommends the board approve the revised Board Meeting calendar.

**2024 - 25 Calendar of Scheduled Board Meetings,
Board Work Sessions, Listening Sessions
& Chats for Eugene School District 4J Board of Directors
July 1, 2024 - June 30, 2025**

Eugene School District 4J, 200 North Monroe St., Eugene, OR 97402 • www.4j.lane.edu • 541-790-7700

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board, Public</u>
Wed., Jul. 03, 2024	Organizational Board Meeting	Fri., June 28, 2024
Wed., Aug. 07	Board Meeting	Fri., Aug. 2
Wed., Aug. 21	Work Session	Fri., Aug. 16
Wed., Sep. 04	Board Meeting	Fri., Aug. 27
Wed., Sep. 18	Work Session	Fri., Sep. 13
Wed., Oct. 09 <i>Proposed option</i>	Board Meeting	Fri., Oct. 04
Wed., Oct. 23 <i>Proposed option</i>	Work Session	Fri., Oct. 18
Thurs., Oct. 24, 6:30-8 p.m.	Listening Session	
Wed., Nov. 06	Board Meeting	Fri., Nov. 01
Fri., Nov. 15 <i>Proposed option</i>	Community Chat	
Wed., Nov. 20	Work Session	Fri., Nov. 15
Wed., Dec. 04	Board Meeting	Fri., Nov. 29
Wed., Jan. 15, 2025	Board Meeting	Fri., Jan. 10, 2025
Wed., Feb. 05	Board Meeting	Fri., Jan. 31
Tue., Feb. 11, 6:30-8 p.m.	Listening Session	
Wed., Feb. 19	Work Session	Fri., Feb. 14
Wed., Mar. 05	Board Meeting	Fri., Feb. 28
Tue., Mar. 11, 6:30-8 p.m.	Community Chat	
Wed., Apr. 09	Board Meeting	Fri., Apr. 04
Wed., Apr. 16 (Proposed)	Board Meeting	Fri., Apr. 11
Wed., Apr. 23	Work Session	Fri., Apr. 18
Wed., May 07	Board Meeting	Fri., May 02
Wed., May 21	Work Session	Fri., May 16
Wed., Jun. 04	Board Meeting	Fri., May 30

- Board meetings are held at 6 p.m. at the Eugene School District Education Center, 200 North Monroe Street.
- Additional meetings may be scheduled and meetings on this list may be rescheduled. Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled

2024-25 Board Meeting Calendar



ITEM FOR INFORMATION

Date of Meeting

March 5, 2025

Title

Budget Process & Budget Committee Meetings

Presenter

Matt Brown, Director of Financial Services

Background

Setting the stage for a successful budget season is an important task. Part of this process is to best outline our meeting schedule and expectations to ensure that we are meeting Oregon Budget Law along with meeting the expectations of our board and community to ensure a thorough and meaningful discussion of the 2025-2026 budget.

Basic Outline

March 11, 2025 – Informational Budget Meeting

This will be an opportunity to go over Budget Committee Basics and Oregon Budget Law. Afterwards, the committee will receive a budget roadshow presentation with updated forecasting as of the end of February (which will include an update to the State School Fund). The Superintendent will then discuss the upcoming budget which will lead to discussion among the committee. No official voting or decisions can be made at informational meetings.

April 4, 2025 – Proposed Budget completed

Financial Services anticipates having the proposed budget complete by April 4th. We will send out this document to all budget committee members so that you have time to review the document and prepare any questions you may have beforehand.

April 15, 2025 – Budget Committee #1

The budget committee will get started with approving a chair/vice-chair along with a few housekeeping items. We will jump right into the budget and give an overview of the Private Trust, Insurance Reserves, Capital Outlay, and Debt Service funds. Guests from Facilities personnel to review upcoming projects for next year.

April 22, 2025 – Budget Committee #2

The budget committee will review special purpose funds, which include integrated guidance, nutrition services, and federal/state grants. Guests from Instruction and SSD will be present to answer questions and give an overview of programs for next year. Afterwards, we will begin reviewing the General Fund.

April 29, 2025 – Budget Committee #3

The budget committee will review more on the General Fund with the goal of approving the 2026 proposed budget to send to the school board for adoption. Guests from Instruction and SSD will be present to discuss programs for the upcoming year.

Potential Future Budget Committee Meetings

There is always a potential that additional meetings may be necessary pending discussions in previous meetings. The committee could hold meetings, if necessary, between April 30th and May 6th.

May 7th – School Board Public Hearing

The School Board is scheduled to do a public hearing for the FY26 budget on May 7th with public comment.

May 21st – School Board Budget Adoption

The School Board is scheduled to adopt the FY26 budget on May 21st.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting

3/5/2025

Title

Receive Updated Report on Incidents Related to 4J Board Policy ACC, Racial Harassment

Presenter

Oscar Loureiro, Director of Research and Planning

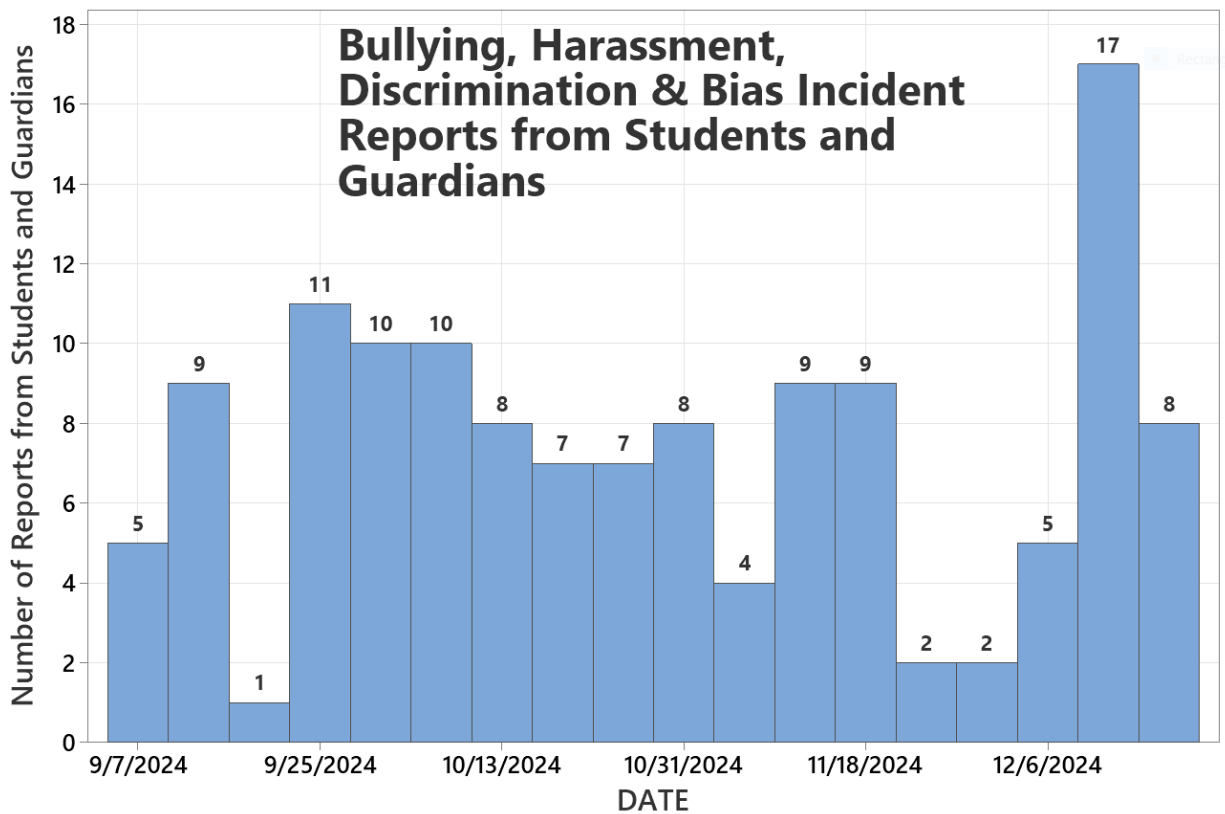
Background

The Board will receive information about incidents related to bias and harassment as reported by students, families, community, and staff members.

Summary of the Reports of Bullying, Harassment, Discrimination, and Bias Incidents Made Using the Google Forms Created by 4J

Students and Guardians Form

- From the first days of school to 12/31/2024 there were 132 reports from students and guardians of bullying, harassment, discrimination, and bias incidents, 26.3% fewer than last year just between the first day of school and 12/3/2023 (179 reports)
 - The number of incident reports has been relatively stable over the course of the weeks, but with one spike in mid-December



- All incident types except “Other Concerns” have been so far less prevalent in 2024-25 than in 2023-24:

TYPE OF INCIDENT	NUMBER OF REPORTED INCIDENTS		DIFF.
	2024-25 (9/5 - 12/31)	2023-24 (9/6 - 12/3)	
BULLYING/HARASSMENT	68	73	(5)
OTHER CONCERN	20	4	16
RACIAL HARASSMENT	16	37	(21)
SEXUAL/GENDER-BASED HARASSMENT, ASSAULT & DISCRIMINATION	13	32	(19)
BIAS INCIDENT	9	15	(6)
STUDENT BEING HARASSED BY STAFF	4	10	(6)
BULLYING SURROUNDING DISABILITIES	2	8	(6)
TOTAL	132	179	(47)

- In most cases the person allegedly causing the harm was a student:

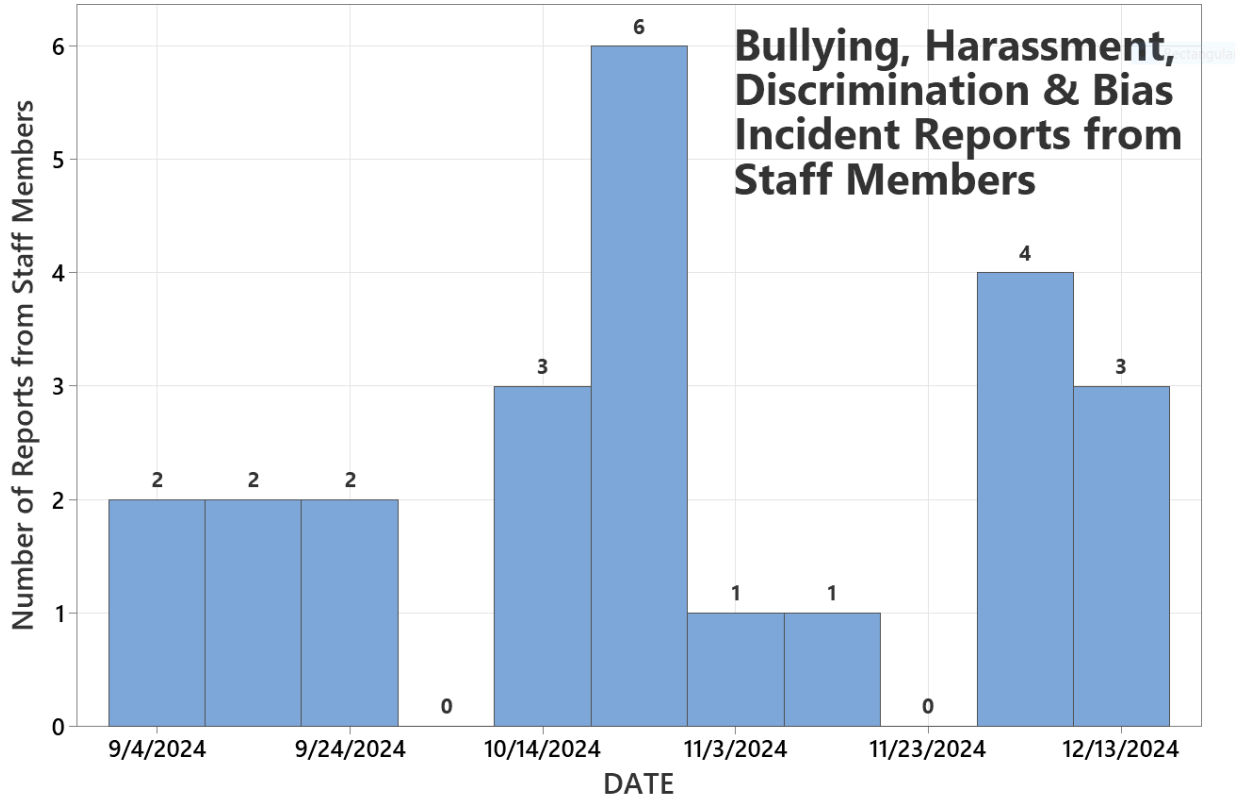
ROLE OF THE PERSON WHO CAUSED THE HARM	NUMBER OF REPORTS
Student	106
Not Available	24
Staff Member	1
Someone Else or Unknown	1
Community Member	0
TOTAL	132

- In most incidents the student or staff member causing the harm was in the same school as the student being harmed:

SCHOOL OF THE STUDENT BEING HARMED	SCHOOL OF THE PERSON CAUSING THE HARM																	
	ATA	Cal Young	Camas Ridge	Churchill	Gilham	Holt	Kelly	Kennedy	Madison	Monroe	NEHS	Roosevelt	Sheldon	SEHS	Spencer Butte	Willagillespie	Unknown	TOTAL
UnknownN		2		2	1		7	1	1	1		1	2	2	4	1		25
Kelly							18	1									2	21
Monroe										14							2	16
Sheldon		1										7					2	10
Kennedy								6			1						1	8
SEHS														6			1	8
Camas Ridge			5														2	7
Roosevelt												6			1			7
Churchill				5													1	6
Willagillespie																2	4	6
NEHS										1	3						1	5
Cal Young		3																4
Madison									3									4
ATA	2																	2
Spencer Butte			1												1			2
Holt						1												1
TOTAL	2	6	6	7	1	1	25	8	4	16	4	8	10	8	6	3	17	132

Staff Member Form

- From the first day after summer break to 12/31/2024 there were 24 reports from staff members of bullying, harassment, discrimination, and bias incidents, more than last year until 12/3 (18 reports)



- Distribution of the reported incidents by type:

TYPE OF INCIDENT	NUMBER OF REPORTED INCIDENTS		DIFF.
	2024-25 TO 12/31	2023-24 TO 12/3	
BIAS INCIDENT	7	10	(3)
STAFF BEING HARASSED BY STUDENT	6	2	4
OTHER CONCERN	4		4
RACIAL HARASSMENT	2	3	(1)
SEXUAL/GENDER-BASED HARASSMENT, ASSAULT & DISCRIMINATION	2		2
BULLYING SURROUNDING DISABILITIES	1		1
BULLYING/HARASSMENT	1	3	(2)
STAFF BEING HARASSED BY STAFF	1		1
TOTAL	24	18	6

- Distribution of reported incidents by role of the person who caused the harm:

ROLE OF THE PERSON WHO CAUSED THE HARM	NUMBER OF REPORTS
Not Available	11
Student	10
Staff Member	3
TOTAL	24

- Distribution of reported incidents by school:

SCHOOL OF THE PERSON BEING HARMED	SCHOOL OF THE PERSON CAUSING THE HARM									TOTAL	
	Charlemagne Elementary	Chavez Elementary	Churchill High	Holt Elementary	Howard Elementary	North Eugene High	Sheldon High	South Eugene High	Willagillespie Elementary		Unknown
Arts & Technology Academy										3	3
Churchill High			2							1	3
South Eugene High								2		1	3
Willagillespie Elementary									2		3
Charlemagne Elementary	1									1	2
Other or unknown										2	2
Sheldon High										1	2
Cal Young Middle										1	1
Chavez Elementary		1									1
Gilham Elementary										1	1
Holt Elementary				1							1
Howard Elementary					1					1	1
North Eugene High						1				1	1
TOTAL	1	1	2	1	1	1	0	2	2	13	24



Eugene School District 4J
200 North Monroe Street
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www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting

March 5, 2025

Title

Receive an Update on the Superintendent Search Process from the Ad Hoc Superintendent Search Board Subcommittee

Presenter or who is submitting this item

Ad Hoc Superintendent Search Board Subcommittee: Judy Newman, Board Director & Subcommittee Facilitator; Tom Di Liberto, Board Vice Chair & Subcommittee Member; Morgan Munro, Board Director & Subcommittee Member

Background

The Ad Hoc Superintendent Search Board Subcommittee will provide an update on the progress made in the search for a new superintendent.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION

Date of Meeting

March 5, 2025

Title

Receive an Update from the Community Engagement Board Subcommittee

Presenter or who is submitting this item

Community Engagement Board Subcommittee Members: Ericka Thessen, Board Director & Subcommittee Facilitator; Maya Rabasa, Board Director & Subcommittee Member; Rick Hamilton, Board Director & Subcommittee Member; Carmen Xiomara Urbina, Chief of Staff

Background

The Community Engagement Board Subcommittee will report on February and March Community Chat Next Steps.



ITEM FOR ACTION (Second Read)

Date of Meeting

March 5, 2025

Title

Approve revisions to Policy KL– Public Complaints

Presenters

Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel

Background:

Proposed revisions were presented to the Board as an Item for Action at a Future Meeting (First Read) at their February 19, 2025 board meeting.

In response to suggestions by the board the district has made edits to policy language that now includes reference administrative regulation. Revisions also include ensuring that the board as a whole is presented a copy of complaints against the superintendent or individual board members. Revisions also addressed the need for more flexibility concerning time lines in which the board is required to respond.

The presentation of revisions to policy in a meeting open to the general public provides the opportunity for feedback from the community via public comment. As of the date of publication for this agenda item (Friday, February 28, 2025), the district has not received comments or feedback from the community regarding proposed revisions to policy KL–Public Complaints.

Policy KL is the district’s foundational policy on public complaints, and - consistent with Oregon Department of Education regulation - it ensures that the district provides a complaint process for members of the public who reside in the district, parents and guardians, and any person who alleges they have been subjected to discrimination or a third party representing such a person.

Policy KL is not intended to substitute for district procedures; rather, it delegates the development of most procedures to the superintendent. Current procedures are in regulation KL-AR. An exception, however, applies to complaints about board members and the superintendent. In those cases, the board should adopt the applicable procedures.

Policy KL is important to families and stakeholders, as it supports the informal resolution of concerns, and also requires that there be formal procedures available for processing complaints. While complaints and concerns are generally to be addressed at the lowest-possible level of complaint resolution, not all complaints will be resolved in that fashion. Staff recognize that navigating a school district as large and as complex as 4J’s can often feel overwhelming. Our 4J families, guardians, and students may have questions about curriculum, classrooms, programs, or other school experiences. As a district, it is our responsibility to

create the conditions for clear, transparent, and intentional access to information and support. The inclusion of a statement of values that guide our complaint processing will support this. We know that families, guardians, and students put their trust in us, and we take that responsibility to heart.

Summary:

It has become necessary to make some changes to policy KL to meet legal requirements; some of the changes proposed mirror legal changes. Some changes are deemed necessary to ensure that the board – not the superintendent – adopts procedures that the board is to follow, when the board, individual board members, or the superintendent is the subject of a complaint. Other changes are to incorporate a values statement to guide this complex work for staff. And finally, some changes are simply for clarity and alignment.

Proposed changes to the district’s Policy KL on public complaints accomplish the following. They:

- Provide a statement of values to guide complaint processing, emphasizing the values of respect, relationships, honesty, integrity, and equity.
 - Current policy KL does not contain a statement of board values.
- Reduce confusion by removing the reference to a universal complaint procedure, specifying that some complaints fall outside policy KL, and adding language that where district regulation or policy provides for a different complaint procedure, those procedures will be used.
 - This change is consistent with other board policies that provide for the use of different procedures for certain types of complaints and in some cases necessary to comply with legal requirements. An example would be the district’s Title IX sexual harassment grievance procedure.
- Make necessary legal updates to the list of complaints that may be appealed to the Oregon Department of Education.
 - This action is necessary and consistent with recently updated ODE regulations.
- Bring clarity by removing a statement about the order of complaint processing that is inconsistent with complaint procedures in KL-AR and long-standing district practice.
 - The current policy states that complaints go through four levels, including to the board, “unless otherwise identified (see administrative regulation KL-AR for specific procedures …)” However, KL-AR provides that the final level for most complaints is at the superintendent level, which is recommended.
- Provide more detail within board policy about complaints filed against the superintendent or the Board, and identifies and separates those two processes.
 - Currently, the procedures related to complaint processing when the superintendent and board are the subject of a complaint are in the administrative regulation and they should be in board policy.
- Articulate the time limitations for complaints.

Policy KL originated decades ago, and it was most recently revised in 2022.

Code:	KL
Adopted:	XX/XX/XX
Revised/Readopted	2/14/18; 11/06/19; 12/07/22

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to adopt Policy KL–Public Complaints or the Board may wish to direct staff to make revisions to the proposed policy.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board *de/ete* the existing Policy KL–Public Complaints and adopt revised Policy KL–Public Complaints.

Eugene School District 4J

Code: ~~_____~~ **KL**
Adopted: ~~_____~~ 2/14/18
Revised/Readopted: ~~_____~~ 11/06/19; 12/07/22
Orig. Code: ~~_____~~ KL

Public Complaints

~~No staff member, student parent or guardian of a student attending school in the district, or person who resides in the district will be denied the right to petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of their complaint before investigation or action by the Board. An exception will be a complaint against the superintendent, or one that involves Board actions or Board operations.~~

~~The complaint procedure is available at the district's administrative office and on the home page of the district's website, which includes a summary of all the complaint types and the universal complaint procedure, (KL-AR).~~

~~The Board advises that there is a process for resolving complaints, including but not limited to a complaint in one or more of the following areas:~~

- ~~1. — Instruction;~~
- ~~2. — Student discipline;~~
- ~~3. — Learning materials;~~
- ~~4. — Restraint or seclusion;~~
- ~~5. — Staff members;~~
- ~~6. — Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation;~~
- ~~7. — Talented and Gifted Programs and Services;~~
- ~~8. — Discrimination;~~
- ~~9. — Racial harassment;~~
- ~~10. — Equitable education opportunities.~~
- ~~11. — Compliance with Oregon Department of Education state standards for public schools;~~

~~The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR—Public Complaint Procedure. Any community member, staff member, parent, or student who has a complaint shall start at the lowest level in the organization to attempt to resolve the complaint. The following order will be used unless otherwise identified (see administrative regulation KL-AR—Public Complaint Procedure for specific procedures and timelines):~~

- ~~1. — Staff member~~
- ~~2. — Building administrator or district department director, if applicable:~~

3.— Superintendent;

4.— Board.

Any complaint about school personnel other than the superintendent will be investigated by administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against school personnel other than the principal may be filed with the principal. Complaints against a principal may be filed with the superintendent or designee. Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board and may be referred to district counsel. Complaints against the board chair may be made directly to the Board vice chair on behalf of the Board.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001—581-002-0023, if a complaint is not resolved through the complaint process, a complainant may appeal the district's final decision to the Deputy Superintendent of Public Instruction if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to 339.3803 or OAR 581-021-0550—581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0046 (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); or (6) OAR Chapter 581, Division 22 (Division 22 Standards).

The superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to 192.690](#)
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-002-0001 to 581-002-0023](#)

[OAR 581-022-2370](#)

[Anderson v. Central Point Sch. Dist., 746 F.2d 505 \(9th Cir. 1984\).](#)
[Connick v. Myers, 461 U.S. 138 \(1983\).](#)

Cross Reference(s):

AC—Nondiscrimination
ACB—Hate Symbols and Bias Incidents
HA—Instructional Resources/Instructional Materials

Eugene School District 4J

Code: **KL**
Adopted: 2/14/18
Revised/Readopted: 11/06/19; 12/0722; **XX/XX/XX**
Orig. Code: KL

Public Complaints

Students are at the heart of the district's decisions and actions, and their educational experience is of utmost concern to district staff and the Board. We are committed to prioritizing their well-being and educational success, while being clear, accessible, and responsive to the needs of our families, guardians, and students. We welcome expressions of concern as opportunities to learn, clarify intentions, and improve accountability.

We understand that navigating a school district as large and complex as ours can sometimes feel overwhelming. Families, guardians, and students may have questions or concerns about curriculum, classrooms, programs, or other school experiences. As a district, it is our responsibility to create the conditions for clear, transparent, and intentional access to information and support.

Our processes for addressing questions and concerns are designed to be welcoming, clear, and equitable. Guided by the values of respect, relationships, honesty, integrity, and equity, we approach these opportunities with a strong commitment to racial equity and social justice, ensuring that everyone is treated with dignity and care.

We believe that by working together, we can create a school community where every student thrives and families, guardians, and staff feel valued, supported, and heard.

When a parent or guardian of a student attending a school in the district, a person who resides in the district, a staff member or student has a concern, it should be addressed at the lowest possible level through direct communication with the relevant staff member, school or department involved in the issue.

Acknowledging that not every concern may be resolved in this fashion, the superintendent will develop effective procedures to address formal complaints and will ensure the complaint procedures are available at the district's administrative office and through a link on the homepage of the district's website.

The procedures will encourage the timely and fair resolution of complaints, and provide a system of review that will allow consideration of a complaint at an appropriate level of accountability. The procedures may distinguish between types of complaints and will provide a process for Division 22 complaints.

Division 22 refers to the educational standards that the State of Oregon has determined must be met in order to be designated a standard school district. These standards are set forth in Oregon Administrative Rule Chapter 581, Division 22.

Examples of such complaints include:

1. Compliance with Oregon Department of Education Curricular and Instruction Requirements;
2. Health and Safety Plans;
3. Restraint and/or seclusion;

4. Retaliation against a student or a student's parent who, in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation;
5. Talented and Gifted Programs and Services Requirements;
6. Discrimination;
7. Harassment; and
8. Equitable education opportunities.

The complainant must follow the complaint procedure as outlined in the administrative regulation implementing this policy, **KL-AR**. Some complaints fall outside this policy. Where district regulation or policy provides for a different complaint procedure, those procedures will be used to address complaints within the scope of that specific procedure.

Complaints about staff members

Complaints about staff members other than the superintendent will be processed using procedures adopted by the superintendent.

The Board will not hear complaints against employees in a session open to the public except as provided by law. When the Board or an individual Board member receives a complaint about a staff member other than the superintendent, the complaint will be referred to the superintendent.

Complaints against the Superintendent

Complaints alleging individual misconduct by the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. The Board may refer the complaint to a third party for investigation. ~~Within 90 calendar days of receipt of the complaint, t~~The Board will decide in open session what action, if any, is warranted. The Board **will endeavor to make a decision on the complaint within 90 days of receiving it and** will provide an outcome letter to the complainant.

Complaints against Members of the Board

Board members are volunteers serving in an elected capacity and are accountable to voters in the district for their actions and policy positions. Complaints against the Board as a whole or against an individual Board member alleging ethics violations, violations of law or violations of policy applicable to Board members should be made to the Board chair on behalf of the Board and should be referred directly to district counsel. Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. **The Board chair or vice chair shall present the complaint to the Board.**

The Board chair, or vice chair if applicable, will refer complaints related to ethics violations or violations of the law to appropriate governmental jurisdictions or a third party if a majority of the Board approves the referral. ~~If a third party investigates a complaint, after receiving the results of the investigation, the board shall decide, within 30 days, in open session what if any action is warranted.~~ **When an investigation is conducted, the Board will make its final decision on the complaint within 30 days of receiving the investigation results. Board deliberations and decisions about what action, if any, is warranted will take place in open session. An outcome letter will be provided to the complainant.**

Time Limitations for Complaints

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001, 581-075-0045 or 581-075-0205, if a complaint is not resolved through the complaint process, a complainant may appeal the district's final decision to the Oregon Department of Education if the complaint alleges a violation of:

1. Oregon Revised Statute (ORS) 339.285 to – 339.3803 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion);
2. ORS 339.347 (Bias Incidents and Hate Symbols) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education), OAR 581-021-0046 (Program Compliance Standards Related to Discrimination), OAR 581-22-2312 (Every Student Belongs);
3. ORS 342.700 and 342.704 or OAR 581-021-0038 (Duties related to Sexual Harassment);
4. OAR 581-021-0655 (Designation of Civil Rights Coordinators);
5. 581-021-0047 (Prohibition Against Use of Native American Mascots);
6. ORS 659.852 (Retaliation Against a Student); or
7. OAR Chapter 581, Division 22 (Division 22 Standards).

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[OAR 581-022-2370](#)

[ORS 659.852](#)

OAR 581-075-0205

OAR 581-075-0001 - 075-0045

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).



ITEM FOR ACTION

Date of Meeting

March 5, 2025

Title

Adopt *new* Board Policy EBCA – Safety Threats**

Presenters

Brooke Wagner, Assistant Superintendent for Administrative Services
Jen Bills, Director of School Safety and Emergency Management

Background:

At the February 19, 2025 Board Meeting, Policy EBCA – Safety Threats** was presented as an Item For Action (Second Read). At that meeting, the board suggested the policy be revised to eliminate the specific wording for the types of actions taken by district staff in response to safety threat.

As school districts revise safety threat response plans, the response actions taken by staff may evolve and descriptive terminology may change. The ability to revise language in an AR is a speedier process than making revisions to policy language. The superintendent is responsible for developing and maintaining a plan specifying procedures to be used in safety threats within an Administrative Regulation.

The policy has been revised to reflect the following edits as suggested during the February 19 board meeting:

“Safety threat action” means standard response protocols ~~a hold, secure, lockdown, evacuation, shelter in place or evacuation~~ that:

- a) ~~is~~ are initiated by a school in response to a safety threat; and
- b) ~~is~~ are not a planned drill.

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill.

The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) More detail can be found by reading the entire bill.

Summary:

Policy EBCA – Safety Threats** is a **required policy**.

To assist school administrators, our Communications Department to develop communications templates readily available. The template can be adjusted for the specific incident and specific school. We use Parent Square to share information to families and email to share information with staff.

The new policy complies with State ORS and current practice.

Policy EBCA – Safety Threats** would be a new addition to the Eugene School District Policy Manual.

Code: EBCA
Adopted: XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed Policy EBCA – Safety Threats** and adopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the board approve revisions to board policy *new* Policy EBCA – Safety Threats.**

Eugene School District 4J

Code: EBCA
Adopted: XX/XX/XX

Safety Threats**

“Safety threat action” means standard response protocols ~~a hold, secure, lockdown, evacuation, shelter in place or evacuation~~ that:

- a) ~~is~~ **are** initiated by a school in response to a safety threat; and
- b) ~~is~~ **are** not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

- 1. A general description of the issue that caused the safety threat action to be taken;
- 2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
- 3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
- 4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)

ORS 332.107

ORS 339.324



ITEM FOR ACTION

Date of Meeting

March 5, 2025

Title

Approve revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction

Presenters

Jen Bills, Director of School Safety and Emergency Management
Brooke Wagner, Assistant Superintendent for Administrative Services

Background:

At the February 19, 2025 Board Meeting, Policy EBCB – Emergency Procedure Drills and Instruction was presented as an Item For Action (Second Read). At that meeting, the board suggested the policy be revised to eliminate the specific wording for the types of actions taken by district staff in emergencies and practiced in drills. Instead the board suggested the language be included, if needed, in an Administrative Regulation (AR).

As school districts revise emergency procedures response plans, the actions taken by staff may evolve and descriptive terminology may change. The ability to revise language in an AR is a speedier process than making revisions to policy language. The superintendent is responsible for developing and maintaining a plan specifying procedures to be used in safety threats within an Administrative Regulation.

The policy has been revised to reflect the following edits as suggested during the February 19 board meeting:

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to **standard response protocols** ~~a hold, secure, lockdown, shelter in place or evacuation~~ when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

Policy EBCB – Emergency Procedure Drills and Instruction is a “highly recommended” policy.

Summary:

Eugene School District 4J conducts fire drills and earthquake drills and comply with state and local codes. The district tracks emergency drills for all schools. Emergency drills create muscle memory, so that in the event of a real incident, students, and staff will know what to do under stress.

The district uses a program called I Love You Guys, which is an all-hazards approach to managing in school crisis. The district provides training to administrators and staff.

The proposed revisions to Policy EBCB – Emergency Procedure Drills and Instruction affirms current district practice.

Policy EBCB – Emergency Procedure Drills and Instruction has been part of the district’s policy manual since 2018.

Code: EBCB
Adopted: 08/15/18; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to EBCB – Emergency Procedure Drills and Instruction. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve proposed revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction.

Eugene School District 4J

Code: EBCB
Adopted: 8/15/18; ~~XX/XX/XX~~
Revised/Readopted:

Emergency Procedure Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so they can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on emergency procedures, shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to **standard response protocols a hold, secure, lockdown, shelter in place or evacuation** when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.¹

All district buildings and staff will participate in emergency drills and instructions.

¹ The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

March 5, 2025

Title

K-10 Core Mathematics Curriculum Adoption
Approval of Board Adopted HS Mathematics Instructional Materials

Presenters

Colt Gill, Superintendent
Erin Gaston, Elementary Curriculum Administrator
Courtney Leonard, Secondary Curriculum Administrator
Jamie Tait, Elementary Math Specialist
Virginia Seefeld, Secondary Math Specialist

Background

OARs Chapter 581, Division 22 standards requires us to review our curricular materials in core subject areas every 7 years and either maintain or adopt curriculum so teachers can provide up-to-date instruction that aligns with the current standards. In mathematics, K-5 last adopted LearnZillion in 2017 as a temporary curriculum to support the Common Core State Standards. We conducted an open source adoption to align our curriculum to the updated Oregon standards until the next adoption cycle. In 2013, Superintendent Shelly Berman directed middle and high schools to implement CPM (College Preparatory Math). In later years, teachers were allowed to use open source curriculum such as Illustrative Mathematics (IM) in conjunction with or in place of CPM.

Currently, some teachers in our district are using the adopted and/or approved core instructional materials while others primarily teach from non-adopted materials. At this time, we are unable to say what percentage of students are receiving instruction that is aligned to state standards and is grounded in high quality instructional materials. Additionally, our OSAS scores have shown a general downward trend for the past 10 years. The table below details our proficiency rates for the 2023-24 school year.

	3rd	4th	5th	6th	7th	8th	11th
2014-15 % Proficient	53%	47%	46%				
2023-24 % Proficient	42%	40%	40%	31%	33%	34%	33%

Our goal in this adoption cycle was, for the first time, to bring together an adoption team that represented grades K through 10 to align in our vision of math instruction and select materials that not only align to the vision, but provide a cohesive experience for our students across their K-10 experience. The adoption team was composed of 80 team members representing all grade levels from K-10, every school, and varying levels of teaching experience and background. We also included representatives from special education, Title, ELD, instructional coaches, equity managers, building administrators, and our mentor team during our initial kick-off and curriculum review process.

Best practices in mathematics education demands the district provide high-quality, culturally inclusive instructional materials for teachers that emphasize three shifts in math standards: focus, coherence, and rigor. Equitable access to comprehensive math instruction across our K-12 schools aligns with our district's values of prioritizing educational equity.

After a rigorous review and following the current [Board ARs](#) for Core Instructional Materials adoption, each of our pilot teams have come to consensus and recommends the district approve the purchasing of the following materials to be used in all K-10 math classrooms:

- *Bridges in Mathematics* for elementary
- *MidSchoolMath* for middle school
- *Open Up* for 9th and 10th grade Algebra and Geometry and Algebra II

Additionally, our special education team underwent a supplemental adoption process to identify math intervention materials for use in our special education classroom. The team engaged in a similar adoption process including reviewing curriculum using an evaluation tool, engaging constituents in opportunities for input and feedback, and coming to consensus on the best materials to meet students' needs. As a result of that process, and independent of the core adoption process, the team selected Bridges Intervention for elementary and Supporting Ongoing Achievement Responsibly in Mathematics (SOAR) for secondary. We are excited about the opportunity for students to receive interventions closely aligned to the general education curriculum.

We will purchase the program as soon as possible to have materials barcoded and in classrooms before staff return in the fall of 2025, as well as ensure materials are available for community viewing.

Options and Alternatives

Without the purchase of an aligned, comprehensive math curriculum, 4J will be out of compliance with Division 22 standards. Without a viable, aligned, updated math curriculum teachers will continue using materials from unverified organizations, which means students continue to receive a disjointed and inconsistent math experience. The alternative to purchasing math curriculum is to maintain the status quo which would mean teachers would no

longer have access to core curricular materials and would continue to use self-selected resources.

Which students, and how many, are served by this project?

For this 7-year contract with *Bridges*, *MidSchoolMath*, and *OpenUp*, each of our 15,000 students will have access to high quality math instructional materials. Each of our special education students at all levels and students receiving math intervention in middle and high school will be served by the purchase of math intervention curriculum.

Budget/Resource Implications:

The cost for these materials are represented in the table below. These costs represent the 7 year costs including teacher guides, manipulatives, workbooks, access to online resources, publisher professional learning costs, and storage for materials. The total recommendation to approve is \$3,791,161 to purchase K-10 math curriculum and interventions over the course of the next 7 years.

Material Description	Amount
K-5 Materials (Workbooks, Teacher guides, tech licenses, classroom kits)	\$1,583,245
6-8 Materials (Workbooks, teacher guides, tech licenses)	\$1,007,070
9-10 Materials (Workbooks, teacher guides, tech licenses)	\$962,346
6-12 Publisher PD Package	\$61,700
Special Education Intervention Materials	\$176,800
Total	\$3,791,161

Recommendation

The Superintendent recommends the approval of \$3,791,161 for purchasing Bridges Mathematics, MidSchool Math, and OpenUp Mathematics for use in general education classrooms and Bridges Intervention and SOAR math intervention materials for use in special education and intervention classes.

Eugene 4J: K-10 Mathematics Vision



In Eugene 4J, we strive to support students to see themselves as strong mathematicians prepared to meet the demands of college and career and apply mathematics in the real world.

To achieve this:

<p>Students see themselves in instructional materials</p> <p><i>Instruction is culturally responsive and allows students to see the relevancy of concepts to their personal lives. Students feel a sense of belonging, have agency in their learning, and are willing to take risks.</i></p>	<p>Students own the thinking</p> <p><i>Students see themselves as flexible problem solvers as they collaboratively engage in structured and respectful discourse, experience productive struggle, and utilize technology to persevere through real-world problems. Students use concrete, conceptual, and abstract models to engage in rich tasks that facilitate exploration and critical thinking to deepen conceptual understanding.</i></p>
<p>Students focus on the most important grade-appropriate content</p> <p><i>Students are focused on deep conceptual understanding, procedural fluency, and application of the content that is called for in the standards. As needed, students receive interventions and extensions to deepen their understanding of standards-aligned grade-level content.</i></p>	<p>Students build on what they already know</p> <p><i>Students bring a wealth of knowledge, and they use that as they learn new concepts. Students are guided to intentionally build on what they learned in past units and previous grades. Students are supported to develop a deep understanding of key mathematical concepts, including how topics are connected.</i></p>



K-10 Math Curriculum Adoption

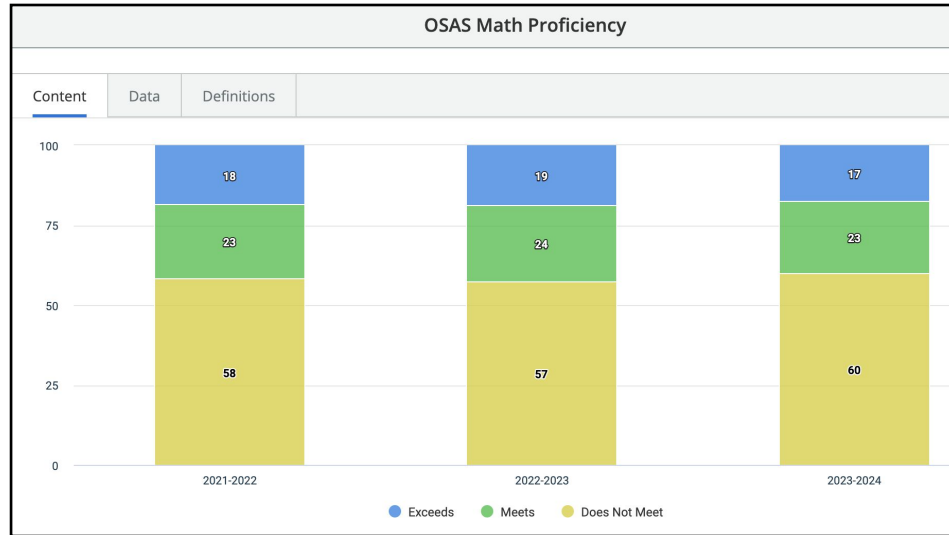
4J School District

Presentation to the School Board

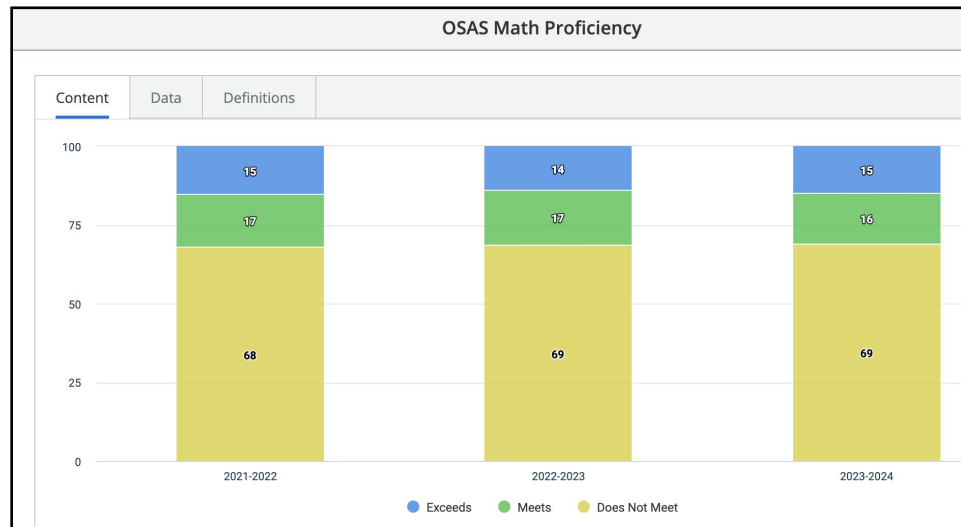
The Why Behind a New Math Curriculum



K-5 Math Proficiency 2021-2024



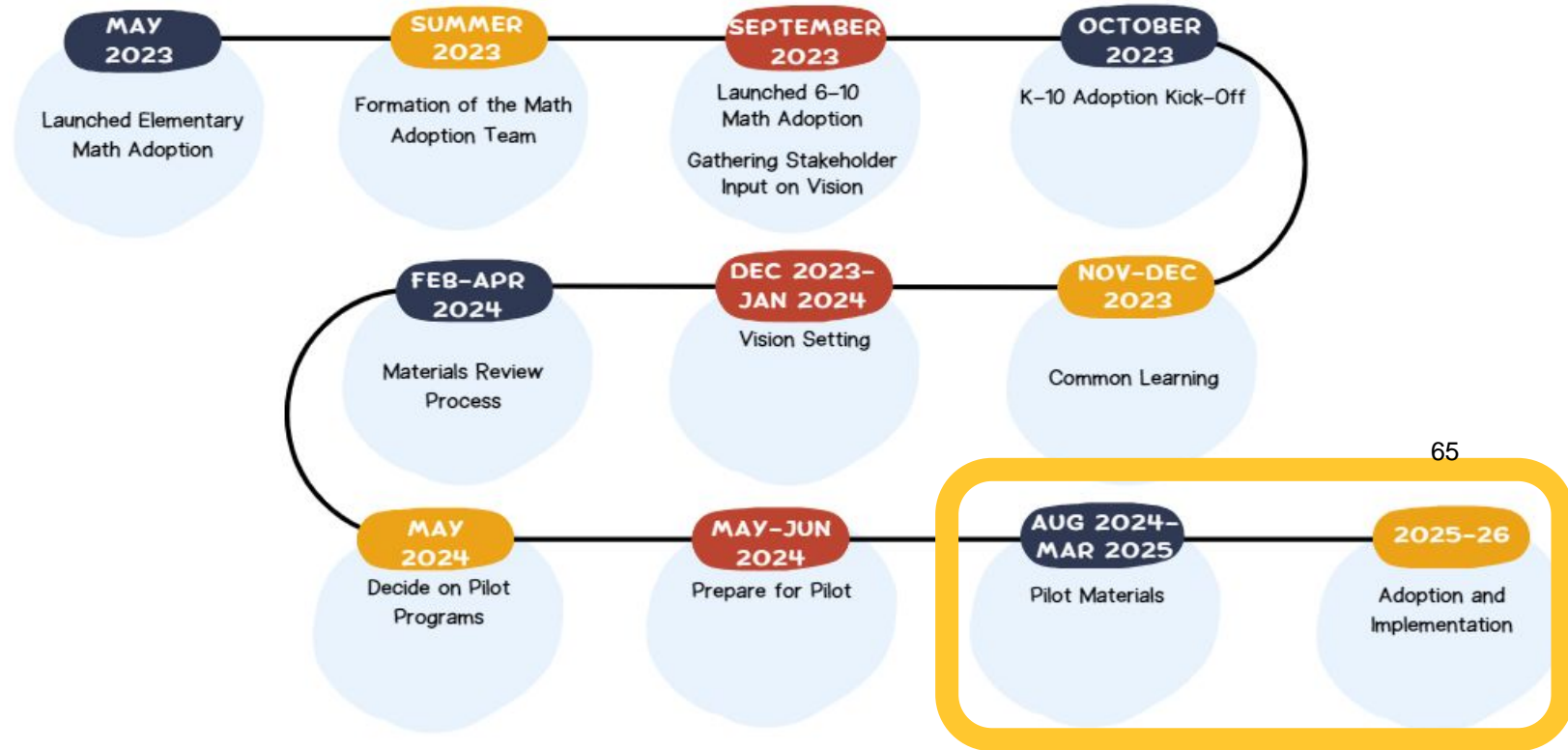
6-8 Math Proficiency 2021-2024



"[Curriculum] can be a doorway to big, bold change. It's an opportunity to ease our way into rewiring how school systems operate, enabling them to learn, adapt, evolve, and dismantle systemic inequities in a rapidly transforming world."

–from “Curriculum: Not Your Average Silver Bullet” by Chu & Gurny (2023) shared by Columbia University

Materials Adoption Timeline



Step 1: Launch

The Board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria. ⁶⁶

Our Adoption Team

- Jamie Tait - Elementary Math Content Specialist / TOSA
- Virginia Seefeld - Secondary Math Content Specialist / TOSA
- Erin Gaston- Elementary Curriculum Administrator
- Courtney Leonard - Secondary Curriculum Administrator
- Over 80 math teachers and administrators

4J's Vision for Math Instruction

How can the
adoption of new
materials support
us to actualize
our vision for
strong math
instruction?

In Eugene/4J), we strive to support students to see themselves as strong mathematicians prepared to meet the demands of college and career and apply mathematics in the real world. To achieve this:

Students see themselves in instructional materials

Instruction is culturally responsive and allows students to see the relevancy of concepts to their personal lives. Students feel a sense of belonging, have agency in their learning, and are willing to take risks.

Students own the thinking

Students see themselves as flexible problem solvers as they collaboratively engage in structured and respectful discourse, experience productive struggle, and utilize technology to persevere through real-world problems. Students use concrete, conceptual, and abstract models to engage in rich tasks that facilitate exploration and critical thinking to deepen conceptual understanding.

68

Students focus on the most important grade-appropriate content

Students are focused on deep conceptual understanding, procedural fluency, and application of the content that is called for in the standards. As needed, students receive interventions and extensions to deepen their understanding of standards-aligned, grade-level content.

Students build on what they already know

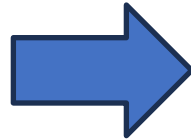
Students bring a wealth of knowledge, and they use that as they learn new concepts. Students are guided to intentionally build on what they learned in past units and previous grades. Students are supported to develop a deep understanding of key mathematical concepts, including how topics are connected.

Review Criteria

Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3-12

Culturally Responsive Curriculum Scorecard



High-Quality Instructional Materials Selection Criteria – 4J K-12 Math Adoption

Reviewer's Name: _____

Curriculum Name: _____

Reviewed Unit: _____ Grade: _____

Selection Process:

During the 2023-24 academic year, we have launched our review process. Drawing from the [Instructional Materials Evaluation Tool \(IMET\)](#), [Culturally Responsive Curriculum Scorecard](#), and the expertise of the 4J Team, the following selection criteria was drafted to evaluate the curricula that was previously narrowed down. Together, we will select two curricula for K-5, 6-8, and 9-12 that are aligned to ODE math standards, the Four Cornerstone Principles of the Oregon Math Project, and our emerging vision. The selected curriculum will be piloted in 2024-25, to make a final recommendation for adoption.

Rating Scale				
-1: Unsatisfactory Negative/Concerning Evidence	0: Does not Meet No Evidence	1: Partially Meets Some Evidence	2: Meets Sufficient Evidence	3: Exceeds Strong Evidence

Selection Criteria:

Criterion 1: Focus, Coherence, and Rigor
Aligned vision component- Students focus on the grade-appropriate content/standards

Indicators	Evidence	Rating -1, 0, 1, 2, 3
1.A. Materials reflect the grade-level standards and give all students extensive work on grade-level problems. A review of material from previous grades is clearly identified as such. (NN1, NN2)		

<https://bit.ly/4JMathReviewTool>

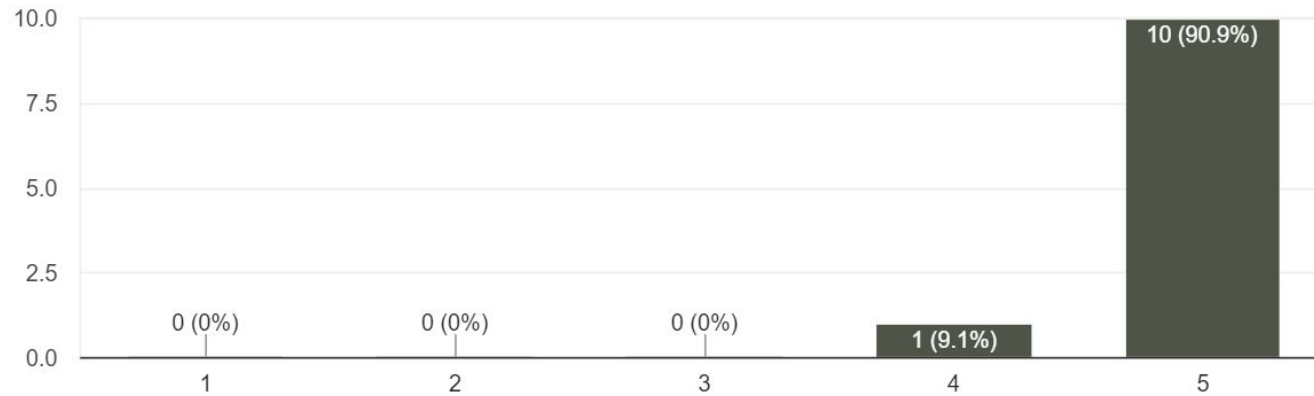


Adoption Team Teacher Feedback



Throughout this entire process I had sufficient OPPORTUNITIES to share input and feedback.

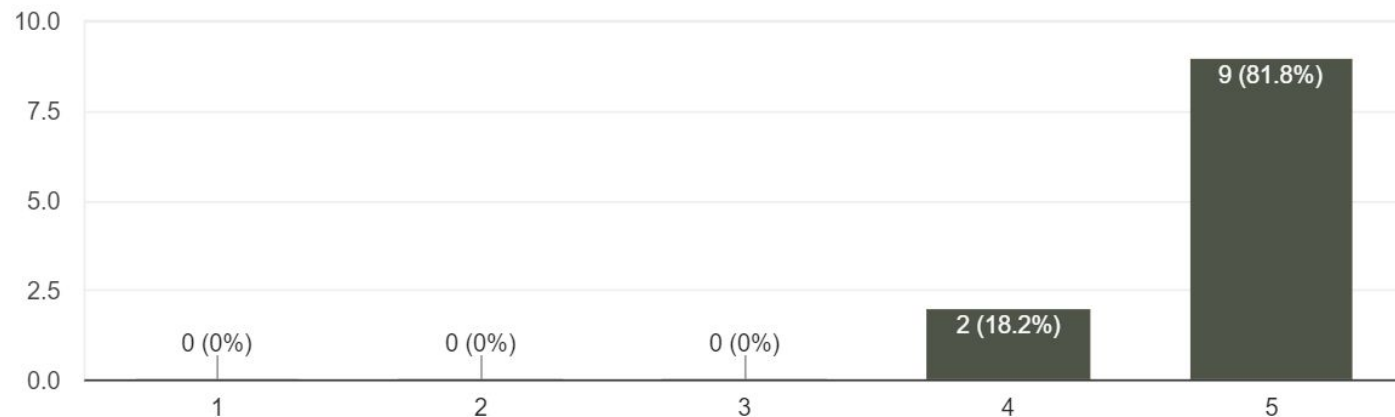
11 responses



70

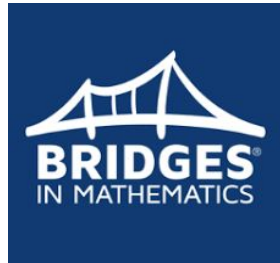
I BELIEVE our insights on the curriculum were normed.

11 responses



Curriculums Selected to Pilot

K-5



6-8



9-10

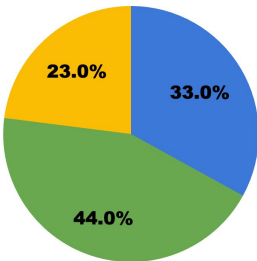
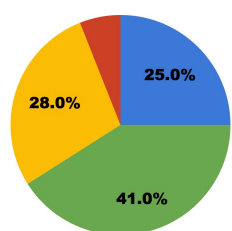
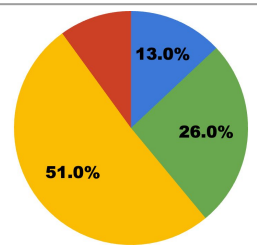
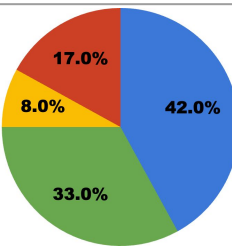
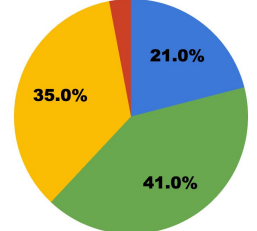
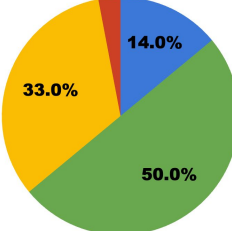
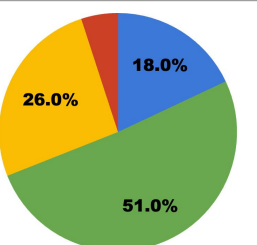
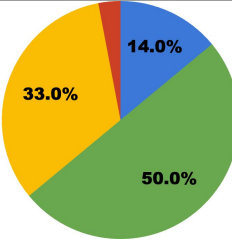


Step 2. Pilot

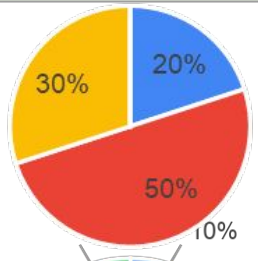
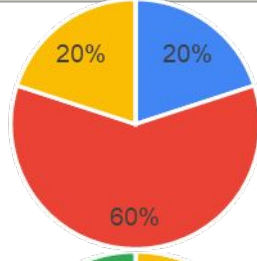
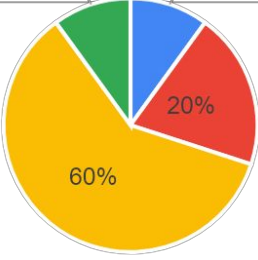
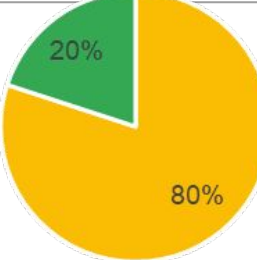
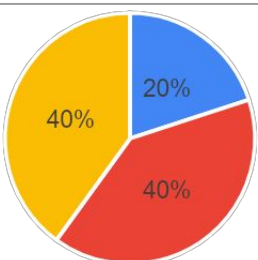
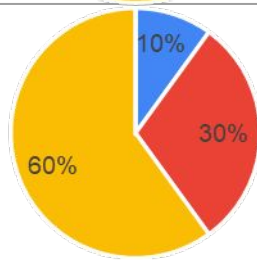
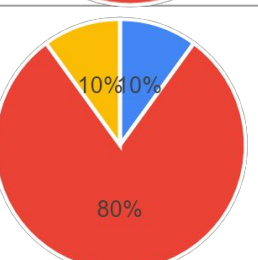
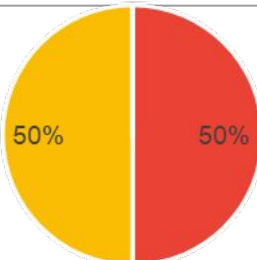
The materials are piloted and examined using established criteria and data collected.

Final Teacher Rating Data

- 4: This curriculum FULLY meets this criterion.
- 3: This curriculum MOSTLY meets this criterion.
- 2: This curriculum SOMEWHAT meets this criterion.
- 1: This curriculum DOES NOT YET meet this curriculum.

Teacher Ratings (K-5)		
Criterion	Bridges	Illustrative Math
Focus, Coherence, and Rigor		
Culturally Responsive & Relevant		
Accessibility		
Overall		

Final Teacher Rating Data

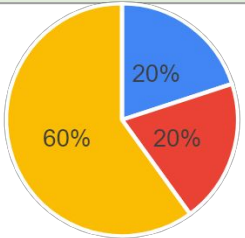
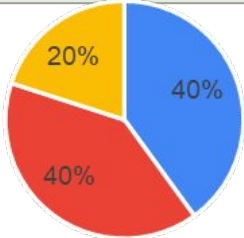
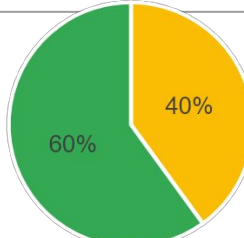
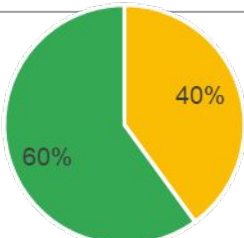
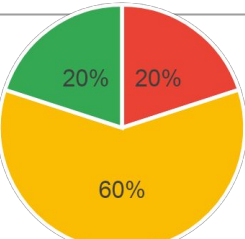
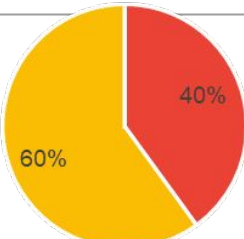
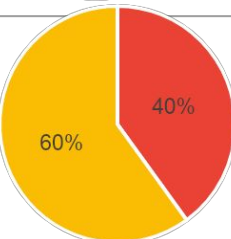
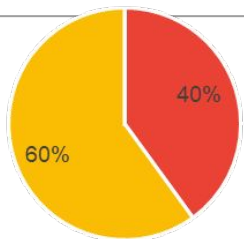
Teacher Ratings (6-8)		
Criterion	MidSchoolMath	iReady
Focus, Coherence, and Rigor		
Culturally Responsive & Relevant		
Accessibility		
Overall		

- 4: This curriculum FULLY meets this criterion.
- 3: This curriculum MOSTLY meets this criterion.
- 2: This curriculum SOMEWHAT meets this criterion.
- 1: This curriculum DOES NOT YET meet this criterion.

Final Teacher Rating Data

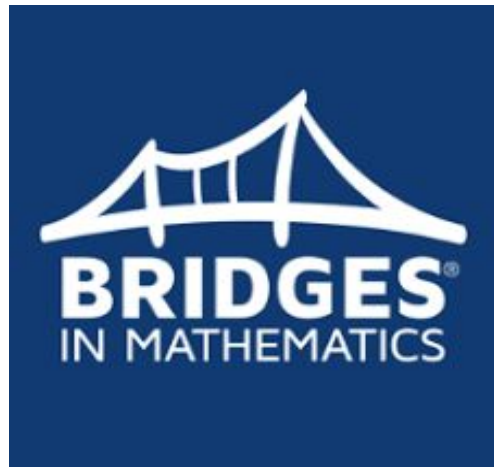
Teacher Ratings (9-10)

- 4: This curriculum FULLY meets this criterion.
- 3: This curriculum MOSTLY meets this criterion.
- 2: This curriculum SOMEWHAT meets this criterion.
- 1: This curriculum DOES NOT YET meet this criterion.

Criterion	Illustrative Math	OpenUp Resources																
Focus, Coherence, and Rigor	 <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>4</td><td>20%</td></tr> <tr><td>3</td><td>20%</td></tr> <tr><td>2</td><td>60%</td></tr> </table>	Rating	Percentage	4	20%	3	20%	2	60%	 <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>4</td><td>40%</td></tr> <tr><td>3</td><td>40%</td></tr> <tr><td>2</td><td>20%</td></tr> </table>	Rating	Percentage	4	40%	3	40%	2	20%
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Culturally Responsive & Relevant	 <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>1</td><td>60%</td></tr> <tr><td>2</td><td>40%</td></tr> </table>	Rating	Percentage	1	60%	2	40%	 <table border="1"> <tr><th>Rating</th><th>Percentage</th></tr> <tr><td>1</td><td>60%</td></tr> <tr><td>2</td><td>40%</td></tr> </table>	Rating	Percentage	1	60%	2	40%				
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Curriculum Review Team: Recommendations

K-5



6-8



9-10



76

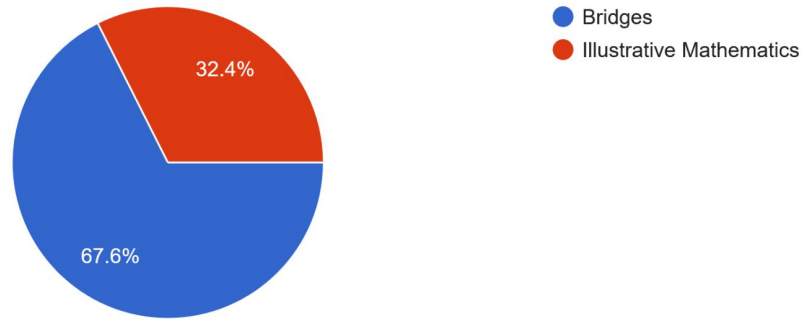
Consensus

Elementary



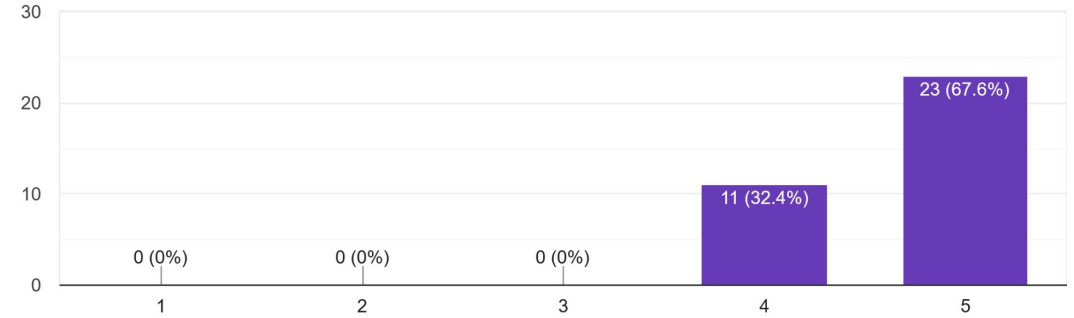
Which curriculum would you recommend 4J to adopt district-wide?

37 responses



To what degree do you support the decision to recommend Bridges Curriculum to the board for adoption?

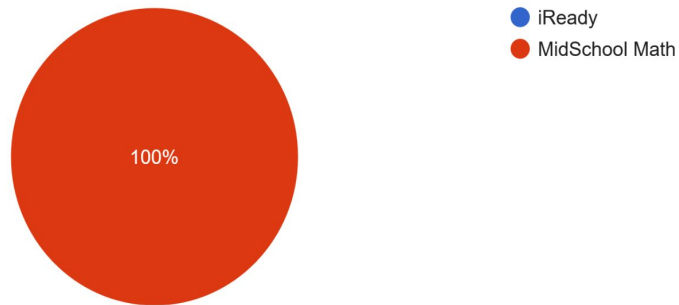
34 responses



Middle School

Which curriculum would you recommend 4J to adopt district-wide?

11 responses



High School

Which curriculum would you recommend 4J to adopt district-wide?

5 responses



Notable Features - Bridges in Mathematics



Inclusive Learning Environments

Bridges Third Edition brings focus to representation, provides guidance for creating an inclusive learning environment, and includes revised tasks that support equity.

Visual Models Deepen Understanding

Bridges utilizes visual models that build on one another across grade levels. These materials and manipulatives let students represent and interpret numbers, shapes, and patterns—and make sense of mathematics.

Active Learning

Bridges fosters collaboration by incorporating familiar mathematical and instructional routines, ensuring that each student feels heard. Students have opportunities to think independently and work in pairs or small groups before sharing strategies with the whole class. The integration of The Math Learning Center's apps further encourages active investigation.



Notable Features - MidSchoolMath



Simulation Trainer

Modeled on research from real flight simulators, the Simulation Trainer taps into one of the most powerful pedagogies possible. Like a flight simulator, a "sim" trainer contextualizes math in a coherent scenario that allows students to experience how the input (math answer) is directly related to the outcome. And it works. On randomized controlled trials supported by the National Science Foundation, the Simulation Trainer elicited learning effects 3 times greater than typical interventions.¹

1. Cooney, J.B., Lakitan, J. (2018) A curriculum structure with potential for higher than average gains in middle school math

The Math Simulator™

As the flagship component of Core Curriculum™, students are introduced to the lesson with a 3-part film series. With classroom discussion resulting in the highest effect sizes in learning, nothing will encourage your students to talk math more than film, with live actors, where the math makes sense in context. Throughout the week, students will return to this story to enhance recall of the math.



Award-Winning Math Games



Grade 6

Ko's Journey immerses students into a rite-of-passage story, as they take on the role of Ko, a girl in an ancient wilderness who is separated from her kin. With the help of her spirit grandfather, Ko tries to find her way back. Along the way, she encounters challenges that require math, such as saving a wolf cub by mixing medicinal plants in particular ratios, and finding the North Star by learning to map Cartesian Coordinates.



Grade 7

Set in Ancient Mesopotamia at the brink of the agricultural revolution and the beginning of trade economies, EMPIRES invites students into an epic civilization story, with characters, a rich plot and individual empires run by each student Provident. Students manage their empire, tallying assets, investing and distributing resources as they choose across a vast array of options that cover all 7th grade math standards.



Grade 8

Set in the Spice Trade of the 1600s, Fate and Fortune engages students in an epic adventure, with opportunities for collaboration and character development. Students manage their own shipping company and travel around the world to purchase and sell spices, while navigating pirate-infested waters. Students construct expressions and equations by applying fundamental algebraic logic in the context of the game.

1 **Immersion**
Every lesson starts with a story and a question

2 **Data & Computation**
Data is suspended until students grapple with need-to-know

3 **Resolution**⁷⁹
Math is solved in context to the story

Notable Features- OpenUp Resources

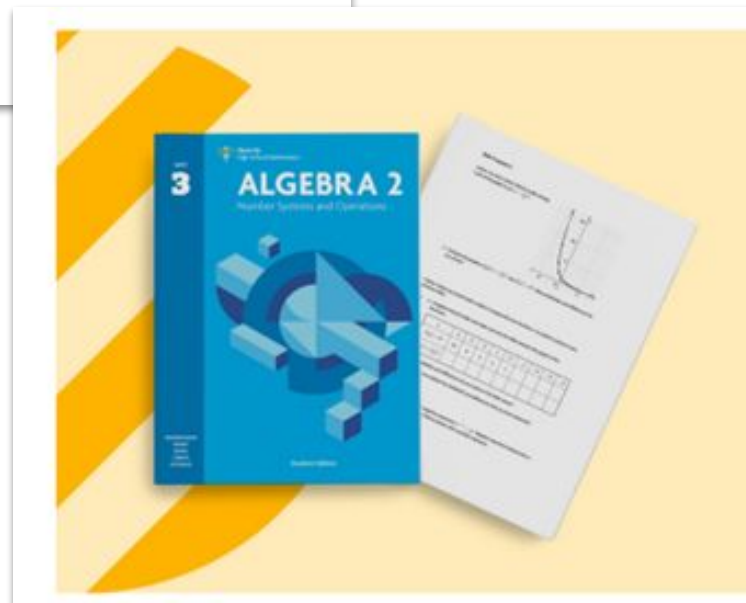


5 Practice Hand-Held Charts

- ▶ Examples of Student work
- ▶ Misconceptions
- ▶ Anticipated Student thinking
- ▶ Teacher Notes
- ▶ Teacher Questions to drive student thinking

Routines

- ▶ 5 Practices for Orchestrating Mathematical Discussions
- ▶ Math Language Routines
- ▶ Support for Students with Disabilities



Consistent Teaching and Learning Cycle

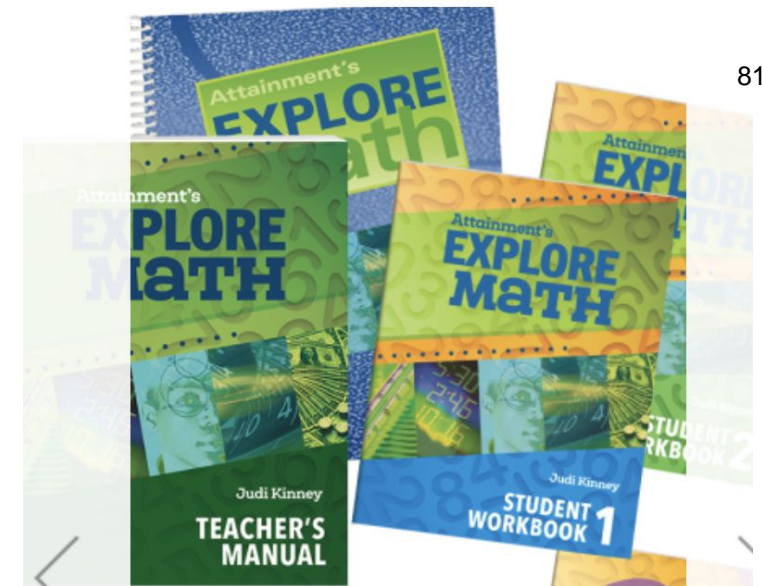
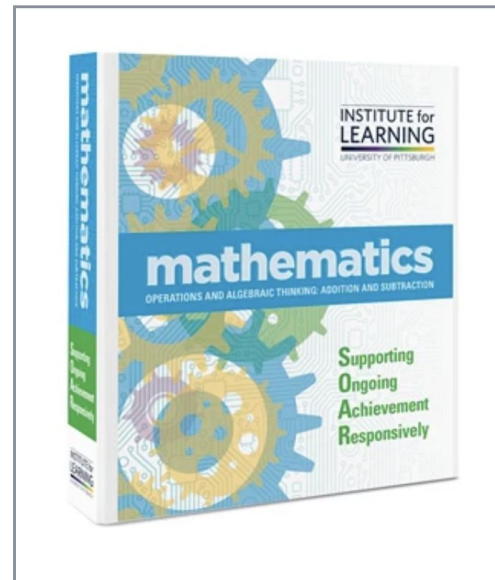
- ▶ Unit Level – Develop Understanding, Solidify Understanding, and Practice Understanding
- ▶ Lesson Level – Launch, Explore Discuss
- ▶ Problem Level – Ready, Set, Go Problems

Special Education Intervention Adoption

Our Special Education team ran an adoption for math intervention materials at the same time as the general education math adoption. The team followed a very similar process and piloted several different curricula for both elementary and secondary students.

The team ultimately and independently decided upon the following materials:

Elementary



11th and 12th Grade: “+1s” Conversations

- Geo/Stats: Independent Adoption finalized by April 2025
- Algebra 2: OpenUp, selected for recommendation
- Calculus: Maintain current materials
- Ongoing work: Articulation and alignment with the potential for new courses

Step 5: Implement

Schools will implement the materials with professional development and evaluation opportunities.

Implementation Needs



Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Success
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Confusion
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Sabotage
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Anxiety
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Resistance
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Frustration
Vision	Consensus	Skills	Incentives	Resources	Action plan	==	Treadmill

Implementation Needs



As part of our consensus process, K-10 teachers shared a need for a clear and cohesive plan. The first step is to establish an implementation team that represents all grade levels, multiple viewpoints, and our immersion programs to create an initial implementation plan and a three-year plan.

Some of the priorities for this team includes:

- Developing a **plan for collaborative planning and unit internalization**, including identifying times and opportunities within our contract for structured **time with colleagues** both within buildings and across the district.
- Planning **strong professional learning prior to implementation** and time to become familiar with the materials, routines, and resources before using them with students.
- Developing a **year one plan that supports teachers in implementing the materials** in manageable chunks, including guidance on where to prioritize instructional time in the first month and the first year
- Providing recommendations to district leaders to **address the inequities in math instructional minutes**, including the unique needs of immersion programs
- Develop a plan for DLI schools for translation supports and curriculum alignment across languages
- Establish clear guidelines + expectations for implementation across buildings and levels to ensure integrity and accountability

Cost of Curriculum and Supplemental Materials

7 Year Materials Costs



Material Description	Amount
K-5 Materials (Workbooks, Teacher guides, tech licenses, classroom kits)	\$1,583,245
6-8 Materials (Workbooks, teacher guides, tech licenses)	\$1,007,070
9-10 Materials (Workbooks, teacher guides, tech licenses)	\$962,346
6-12 Publisher PD Package	\$61,700
Special Education Intervention Materials	\$176,800
Total	\$3,791,161

Year 1 Curriculum Implementation Budget



Professional Development	Amount
2 PD Days (Buy Back for 390 teachers at beginning of year)	\$468,000
Math Teacher Leaders (35 teachers meeting monthly on implementation progress/needs)	\$64,000
Unit/Lesson Internalization (Sub release for 390 teachers to engage in internalization protocols)	\$142,000
Total	\$674,000

Year 2+ Professional Learning Costs



Professional Development	Amount
1 PD Day for New Educators (Buy Back for 20 teachers at beginning of year)	\$12,000
Math Teacher Leaders (35 teachers meeting monthly on implementation progress/needs)	\$64,000
Learning Walks/Observations (Sub release for 50 teachers to engage in observations + deeper learning)	\$65,000
Unit Internalization for New Educators (Sub release for 20 teachers to engage in internalization protocols)	\$12,960
Total	\$153,960

Thank You!

Any Questions?



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

March 5, 2025

Title

Integrated Guidance (IG) 2025-27 Biennium Plan Presentation

Presenters

Judy Jesiah, State & Federal Grant Manager-IG
Oscar Loureiro, Research & Planning Director

Background

Seeking Approval for the Integrated Programs 2025-27 Application for Eugene SD and 5 charters (Coburg, Ridgeline, Village, Network, and Twin Rivers), with an opportunity for public comment.

**Integrated Guidance 2025-27 -Biennium Plan
Eugene SD-4J**

Presentation to the Governing Board. (03/05/2025)

- Seeking Approval for the Application (Not a Consent Agenda)
- With Opportunity for Public Comment.

Includes

- **School District -Eugene 4j**
- **Charters** - Coburg Community, Ridgeline Montessori, Village, Network & Twin Rivers.

Focal Student Groups

Students Navigating poverty, Students of color, Students Navigating Houselessness, Students who are Emerging Bilinguals, Students who Recently Arrived, Students with Disabilities, LGBTQ, Migratory students, Justice involved youth, and Students Navigating Foster Care.

**Funding Streams/Grants
Preliminary Allocation-USD 47 million.**

Student Investment Account (SIA)

High School Success (HSS)

Early Indication & Intervention System (EIIS)

Early Literacy Success (ELS)
Comprehensive & Targeted School Improvement (CSI/TSI)

Application Comprises
<ul style="list-style-type: none"> ● Eugene SD -Plan (Narrative Responses)
<ul style="list-style-type: none"> ● Biennium Budgets
<ul style="list-style-type: none"> ● Affirmation of Tribal Consultation
<ul style="list-style-type: none"> ● Individual Charter Plans
<ul style="list-style-type: none"> ● District Charter Partnership Agreements (DCPA)

Contact: Judy Jesiah
 State & Federal Grants Manager
 Integrated Guidance
 Jesiah_j@4j.lane.edu

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and a summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data have informed specific decisions for this plan and budget. (500 words or less)

In our needs assessment process, we were very focused on looking at data related to the whole child: academic achievement, social-emotional learning, attendance, behavior, perceptions of school climate, access to resources and supports, etc.

After looking at almost 100 datasets, we summarized them into 9 indicators in a “data-dive document” shared (in full or partially) with several groups of decision-makers and every group of community members engaged in the process. For each indicator, the document includes information about both its trend over time for all students and its differentials across student groups. That document is [here](#).

These were the 9 indicators we highlighted and a brief summary of the data:

1 - On-Time Graduation Rate

- Trend: improvement since 2013
- Disaggregated Trend: since 2013 all student groups in 4J have improved their on-time graduation rate

- Highlight: historically underserved student groups have the largest improvements in graduation rates

2 – 5-Year Completion Rate

- Trend: improvement from 2015 to 2020 and a ceiling of 88.2% since then
- Disaggregated Trend: very large gaps in 5-year completion rates (53 points across groups)
 - Highlight: students who exited the English Language Development program before entering high school had a higher 5-year completion rate than the average student

3 – Class Size

- Trend: since the outset of the pandemic class sizes have decreased very significantly, reaching historical lows
 - Highlight: the largest drop in average class size happened in middle schools
- Disaggregated Trend: all schools except NEHS reduced their class sizes from 2018-19 to 2024-25
 - Highlight: among high schools, those with lower levels of need reduced their class sizes the most, while among middle schools those with higher levels of need reduced their class sizes the most.

4 - Percentage Regular Attenders)

- Trend: student attendance has dropped since the outset of the pandemic, but it improved in 2023-24 in elementary and middle schools
 - Highlight: only 50% of high school students attended in 2023-24 90% of the days or more
- Disaggregated Trend: low attendance in high school is associated with significantly lower grades

5 – Third-Grade Reading

- Trend: 3rd-grade reading proficiency in 4J has declined 10.5 points since 2016 and most of the decline happened before the pandemic
- Disaggregated Trend: very large gaps in 3rd-grade reading proficiency (80.6 points across groups)

- Highlight: students who were recent arrivers had a higher level of 3rd-grade reading proficiency than the average student

6 – 9th Grade On-Track

- Trend: improvement before the pandemic and a stable level since 2021
 - Highlight: this indicator improved by 0.6 points between 2023 and 2024
- Disaggregated Trend: very large gaps in the percentage of 9th graders on track for on-time graduation (45.5 points across groups)
 - Highlight: 100% of the 9th-grade students in the Migrant Education program were on track for on-time graduation

7 – Number of Exclusionary Disciplinary Actions

- Trend: there was a significant decrease in the prevalence of exclusionary discipline actions from 2012 to 2015 and a trend upward since then, with a hiatus during remote and hybrid learning
 - Highlight: the high point of 2009-10 has not been reached since then
- Disaggregated Trend: the large discipline disproportionalities across student gender and race/ethnicity groups remained in 2023-24 as it has been for many years
 - Highlight: this metric is 667% higher for a student group than for another among those included

8 –Summary of the Responses to the Safety Questions in the 4J School Climate Survey

- Metrics:

Secondary (Grades 6 to 12)	Elementary (Grades 3 to 5)
Question 11A: I feel safe at my school. Question 20A: I feel physically safe at my school. Question 20B: I feel mentally/emotionally safe at my school.	Question 3A: I feel safe at school.
Scale: Strongly Agree / Agree / Disagree / Strongly Disagree	Always / Usually / Not Usually / Never
Metric: % of Students Who Disagree or Strongly Disagree	% of Students Who Never or Not Usually Feel Safe

- Trend: relative stability in elementary schools and a trend upwards in secondary schools with significantly higher percentages
 - Highlight: the upward trend in the percentage of secondary students who do not feel safe in school was reversed in 2023-24
- Disaggregated Trend: very large gaps in the percentage of secondary students who do not feel safe in school (14.7 points across groups)

9 - Access to General Education Classrooms by Students in Special Education

- Trend: the percentage of 4J students in special education attending regular education classrooms at least 80% of their instructional time has reached the average for the state after being significantly lower for many years

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Our district incorporated equity considerations throughout our planning and budgeting process by analyzing disaggregated data across student groups and implementing targeted support systems. Key strategies include eliminating barriers to advanced coursework and establishing support structures for our focal student groups.

We've implemented three core teams at each school - Equity & Inclusion, Climate & Culture, and Student Intervention - to ensure equitable access and support for all students. These teams regularly review data and adjust strategies to address disparities in achievement, attendance, and disciplinary actions.

Specific activities supporting focal groups include:

- Removal of prerequisites for advanced courses and AP classes
- De-tracked math pathways ensuring access to Calculus

- Embedded honors programs
- Elimination of placement tests for language programs
- Universal 9th grade physics implementation
- Targeted CTE recruitment for underrepresented students
- Development of strong affinity groups for regular engagement
- Creation of an Equity Advisory Committee
- Comprehensive support for students navigating houselessness through community partnerships
- Modified secondary school schedules to better support special education services

Our budgeting process prioritizes programs demonstrating positive impacts for focal student groups while ensuring resources are allocated to maintain and expand successful initiatives. Regular data review and community feedback help us adjust strategies to better serve our historically underserved populations.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Based on the provided documents, our district has developed a comprehensive professional development approach addressing multiple aspects of student support. Core training initiatives include extensive social-emotional support through Sources of Strength implementation, QPR training, and protocols such as PASS, ISLA, CPS, and MANDT, along with trauma-informed practices training.

For academic support, we focus on early literacy intervention strategies, incorporating peer observations for K-3 teachers and deep training in the Foundations curriculum. Instructional coaching for Tier 1 and Tier 2 interventions is provided, supported by regular collaborative planning sessions. Cultural competency development emphasizes equity and inclusion training, with specific focus on supporting Native students through "Trauma and Resilience Through a Native Lens," SB-13 guidance implementation, and cultural responsiveness training.

Administrative support includes regular building leader walkthroughs for calibrated feedback, training for new MTSS framework implementation, and support for Climate & Culture, Equity & Inclusion, and Student Intervention teams. We also provide CTE-specific training for industry alignment, data analysis and intervention planning, support for affinity group facilitators, and specialized training for working with students experiencing homelessness.

All professional development is designed to be ongoing and includes regular feedback loops to ensure effective implementation. Training is differentiated based on staff roles and student population needs, with particular attention to supporting our focal student groups.

3. What policies and procedures do you implement to ensure the inclusion of children and youth navigating homelessness in all programs and activities?
 - We have a team that supports our youth navigating homelessness and unaccompanied youth that work closely with our community partners like 15th Night, Food for Lane County, United Way and other Lane County partners to make sure that our students have resources available to them outside of the school day, as well as provide scholarship opportunities for students to participate in after school activities that support both academics and social-emotional well being.
 - Our school district also changed the secondary school schedule to support focal groups better. For example, special education teachers who are pushed into the classroom will now be able to intervene during the class period immediately. Teachers will teach for a portion of the period allowing for students to receive homework support during the later part of the class period so needed questions can be covered before students move to the next class or transition home. Providing support during the school day is important because we know that many of our students navigating homelessness do not have access to a consistent home environment.
 - Our BEST afterschool program supports students with homework and support with supper so students make sure they are able to complete

work, get tutoring and support, as well as have a meal before they leave campus at 6.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female-dominated.

Addressing gender roles: The challenges around increasing female or non-male enrollment in CTE programs are a consistent focus of recruitment, especially in relation to gender roles in the workplace. Here are some of the efforts to increase equity and access for students in Career and Technical Education (CTE) programs, specifically focusing on addressing gender imbalances in traditionally male-dominated field

-

No Prerequisites for District-wide programs

Increasing female enrollment in our CTE Construction pathway, Future

Build: One specific goal is to increase the enrollment of female students in the Future Build program, which focuses on building and construction, a traditionally male-dominated field. During forecasting, we are including current female students in recruitment outreach to attract more female students for the following year.

Recruitment Roadmap: A recruitment roadmap is being implemented this year to strategically reach underrepresented and historically marginalized student populations. This includes outreach events and strategies that target underserved student populations. **The recruitment plan also includes meeting in person with student affinity groups, and Special Ed case managers at high schools to share about CTE programming and to extend a special invitation to these students.**

Exposure to diverse role models: Our district-wide programs expose and connect students to non-male and non-white professionals working in the field.

Well-Rounded Education (250 words or less per question)

1.

Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

We have added additional decodable readers to all K-3 classrooms to provide students with more access to accessible texts based on their current needs. We also added reading intervention materials to our 4th and 5th-grade classrooms to ensure teachers have access to resources to address reading difficulties with upper elementary students.

Our Early Literacy Intervention Specialist developed a standardized Tier 2 reading intervention template that uses our core phonics program as a resource to provide Tier 2 intervention. This is being piloted in all K-3 classrooms in our two highest-needs elementary schools.

We have also engaged all of our K-3 teachers in peer observations and deeper training with our Foundations (core phonics) curriculum to ensure all teachers have seen strong models and engage in collaborative planning.

Finally, all instructional coaches are fully trained in leading Tier 1 100% meetings and Tier 2 20% meetings to support problem-solving and instructional planning at every elementary school. All schools have 100% meetings three times per year and 20% meetings every 6 weeks.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information about professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response is required. A Smartsheet link will be provided.*

(Not yet available)

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated

scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

As part of our adoption process, we only review materials that have been approved by ODE. In our review process, one of our first gateways at the district level is the degree to which the materials have an articulated scope and sequence that addresses both state and national standards. If the materials do not meet the standards, they are not considered for adoption. When we design resources, our content specialists lead teams that utilize the standards to develop materials for instructional use.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

All teachers are provided with curricular materials that address the standards for their content area and grade level along with time for collaborative planning to determine how best to deliver their content. Professional learning focuses on student engagement, differentiation, and the use of assessment to drive instructional decisions. Finally, building leaders regularly come together to conduct walkthroughs to calibrate their feedback and practice giving meaningful and timely feedback to teachers.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, and violence?

In the 2024-25 school year, we have redesigned our teacher leadership model in conjunction with our union. Every school now has three core teams: Equity & Inclusion, Climate & Culture, and Student Intervention. The core role of the Climate & Culture team is to develop, implement, and assess plans for creating a safe and inclusive learning environment for all students and visitors. We have added four regional MTSS specialists who directly support these teams in utilizing best practices and addressing needs as they arise. We survey our students for their feedback on their schools' climate and meet at the district level to review data and target support to

schools based on the results. We have revamped our Student Support Matrix which categorizes and provides recommended responses and/or consequences for student behavioral needs to include resources to support students who may be using controlled substances or need more significant help with problematic behaviors.

6. How do you ensure students have access to strong school library programs?

We are pleased that in the 24-25 school year, we now have librarians at every elementary school. All elementary students have 40 minutes of dedicated library time every week. During library time, students engage in a library lesson using the library standards and book check-out time. Many students can also access the library during the week to check out books and resources. Librarians are led by a district-level library TOSA and meet monthly to engage in collaborative planning and learning. Teachers are encouraged to partner with their school librarians on classroom projects as well. Our four comprehensive high schools also have a full-time librarian and the library is open throughout the school day for students. Some of our middle schools have dedicated educational assistant staffing to the library to provide access for middle school students.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our district supports the effectiveness of interventions for students via a comprehensive framework that integrates Multi-Tiered Systems of Support (MTSS), specialized teams, and targeted interventions. Our MTSS model includes support for restorative practices, de-escalation strategies, and fostering resilience in students.

Schools use the MTSS framework to provide tiered interventions. Three universal teams guide the work: Culture + Climate, Equity + Inclusion, and Student Intervention Teams which include counselors and support specialists. These teams are responsible for providing universal and targeted support that are proactive and preventative.

School-based teams analyze data related to student behavior, attendance, and academic performance to identify trends and areas for intervention. These teams ensure alignment between interventions and broader school and district improvement goals. Student Intervention Teams at schools are collaborative and solution-generating, supporting universal practices and targeted behavior and academic interventions. Counselors provide direct mental health support through individual and group sessions and offer expertise in creating behavior intervention plans. Specialists coach teachers on de-escalation techniques and managing classrooms.

We provide professional learning for staff to identify mental health concerns and apply trauma-informed and culturally responsive practices: Sources of Strength, QPR, equity + inclusion training. Staff are trained to look for signs of depression, anxiety, and dysregulation and provide immediate support– PASS, ISLA, CPS, MANDT. Schools also use progress monitoring tools– behavior tracking forms, student self-assessments, and teacher feedback surveys to evaluate the effectiveness of interventions. Standardized screening tools assess emotional and behavioral health trends across student populations– SAEBRS, Oregon Student Health Survey, SEED, and district-drafted Culture and Climate Survey.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Eugene School District 4J employs a strategic and equitable approach to identify and support the academic needs of each student.

Data-Driven Assessments. We use state-standardized tests and interim assessments to gauge students’ proficiency levels. We conduct regular formative and summative assessments to monitor progress and identify gaps, analyzing performance data disaggregated by focal student groups to identify disparities. Frequent assessment cycles and data reviews ensure interventions or enrichment plans are effective. Adjustments are made based on real-time data and student feedback.

Universal Screening. We implement screening tools– EasyCBM and curriculum-based assessments– to identify students who may need additional support or enrichment. Screenings include literacy and numeracy assessments, and tools for identifying advanced learners. Collaborative teacher teams review student work and performance to identify trends and intervene appropriately.

Student Intervention Teams (SIT). As a part of the district’s MTSS model, SITs convene to discuss individual student data and recommend interventions or enrichment strategies.

Access to High-Quality Instructional Materials, Excellent Instruction + Advanced Options. Our district offers high-quality curricular materials and differentiated instruction to ensure access to rigorous academic content for all students. Teachers use small-group interventions delivered during designated intervention times and individualized, research-based interventions. For students who demonstrate advanced proficiency, we provide advanced coursework, independent study options, and acceleration pathways, primarily for math. Students have access to dual credit options at high school.

Extended Learning Opportunities. We have developed after-school programs, summer school, and tutoring focused on closing academic gaps. Targeted programs like AVID support students from underrepresented backgrounds in college readiness.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, the timeline, and the steps taken or to be taken.

CALCI Programs - We are in the design year for a district-wide CALCI program. You can click here [Forestry/Natural Resources Design](#) to see the process. This program is currently a run as a Sheldon CTE program and will be open to all 4J 11th & 12th Graders starting next year.

- Identify Forestry courses in pathway. - DONE
- Identify Core Content courses in pathway - January
- Identify facility needs - January - March - 2025
- Execute forecasting/recruiting strategies - January - March 2025
- Design signature experiences for students -
- Post/Hire for Core Content Teacher - April - June 2025

School-based programs - We have no new pathways starting in the 25-26 school year. We will conduct community listening sessions in the Sheldon region to identify potential programs to add as a replacement for the Forestry program that will go district-wide in 25-26.

- Identify potential programs for development through community listening sessions - Feb - March
- Design program and identify facility, staffing and equipment/supply needs - Summer '25 - Spring '26
- Pilot program - 2026 - 27 school year.

10. What CTE-defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

District-wide Programs

Construction Pathway - Working alongside trade professionals, students earn work experience in the trades of building modular housing units.

Furthermore, working at an actual construction site, students grow their understanding and capacity to work in a variety of working conditions and with a range of different personalities

Digital Arts Pathway - Student-run enterprise - create and operate a digital design company developing logos, posters, videos, and digital marketing collateral for real clients, including district-based and local nonprofit organizations.

K-12-Education Pathway - Frequent job shadow/internships in elementary classrooms.

Engineering Pathway - Students work with local and federal agencies in collective impact projects to secure certifications for emergency response. In addition, students work with industry partners to implement adaptive technology solutions for students with disabilities.

High School-based programs offer a variety of work-based learning opportunities for students including simulations, job shadows, internships, and community service projects in cooperation with industry professionals. Some examples include:

Early Childhood - Students intern in childcare facilities and preschool & elementary school classrooms

Graphic arts - students work on a live design job(s) for a community client(s).

Natural Resources - Learn to assess environmental quality and restore critical habitat in Field Studies weekly. Earn career-related certifications and work with community partners to gain job skills.

Health Occupations -Students learn through hands-on curriculum and simulations. Students will master proficiency in health-related skills and demonstrate these skills in job shadows, clinical mentorships, and community-based health service projects.

Community Partners -Connected Lane County's Summer Internship program.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation is required. If no, please explain.
Yes

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?
 - The development of strong affinity groups allows us to engage with our focal groups on a daily/weekly basis.
 - Development of an Equity Advisory Committee.
 - Student representation on our Board of Directors to bring feedback to our community.

- Barriers - still attempting to attract underrepresented populations to events and activities we are hosting; finding consistent members who are committed to the process on a regular basis - participation can be scattered;

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- ✓ Executive Leadership Team
- ✓ Directors and our Instructional Cabinet
- ✓ students of color and families of students of color
- ✓ Students with disabilities and families of students with disabilities
- ✓ Students and families who are navigating poverty, houselessness, and foster care
- ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- ✓ Students and families who recently arrived
- ✓ Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- ✓ Emerging bilingual students and families of emerging bilingual students
- ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ✓ Local or regional business and/or industry community
- ✓ Local Community College CTE Deans and/or Instructors
- ✓ Local or Regional Workforce Development Board

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

- In-person engagement events.
- Surveys via email to families and/or youth when appropriate.
- Flyers from school websites.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

- Engagement evenings that they could attend.
- Surveys to collect information.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

- Engagement with Families of students with disabilities.
- Date: November 14th
- Primary: Seth Pfafellin

[Integrated Guidance Notes- Sped 11.14.24](#)

[Summary of SPED Integrated Guidance Mtg 11.14.2024](#)

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

- GYO staff - BIPOC licensed & Classified Staff Engagement
- Date: November 13th
- Primary: Chemika Bolden

[Licensed/Classified: Engagement Survey: Grow Your Own Program-
November 13, 2024 \(Responses\)](https://docs.google.com/forms/d/1n6B8Pek9W5ua4bo8RZlhQOGBNuqLy6MpkgEB6b-8fvw/edit?ts=673fbb4d)

<https://docs.google.com/forms/d/1n6B8Pek9W5ua4bo8RZlhQOGBNuqLy6MpkgEB6b-8fvw/edit?ts=673fbb4d>

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

CTE student engagement data.

- Date: November 14 to Dec 14, 2024
- Primary: Ed Mendelssohn

https://docs.google.com/forms/d/17UwgGi_4GYqQAWJkUVnQnI5K9PISz2zW0asYD61dP5o/edit?ts=67588f24#responses

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

- ELD data engagement
- Date November 14th to November 30th
- Primary: Imelda Cortez

[IG Eugene 4J ELD Student Engagement Survey: Integrated Guidance, Fall
2024 \(Responses\)](https://docs.google.com/forms/d/17UwgGi_4GYqQAWJkUVnQnI5K9PISz2zW0asYD61dP5o/edit?ts=67588f24#responses)

https://docs.google.com/forms/d/1ecQ0KHOvlUpIIeFkIokfJH_GHeb-oeWFWQb5PCMomN4/edit?ts=67463793

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

- **School Board Meeting for Annual SIA Plan**
[School Board copy of 23-24 Integrated Guidance Grant-Progress Reflection/Budget /Spend](#)

Agenda:

<https://meetings.boardbook.org/Public/Agenda/1549?meeting=660257>

Recording:

<https://vimeo.com/4Jschools>

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Throughout our community engagement process, we gathered valuable insights from diverse stakeholders that significantly shaped our planning decisions. Our engagement sessions with families, staff, and community partners revealed critical perspectives about program effectiveness and implementation challenges. The feedback consistently emphasized the importance of maintaining student support services and preserving programs that serve our most vulnerable populations. Staff members provided essential insights about which resources were being actively utilized and highlighted potential challenges in program transitions. Families shared specific concerns about continuity of services, while community members offered valuable perspectives on access and equity considerations. We applied this input by adjusting implementation timelines, modifying program consolidation approaches, and preserving specific programs that demonstrated high community impact. The process helped us prioritize funding for highly-utilized services while identifying opportunities for program consolidation that maintained service levels.

Through this collaborative approach, we ensured our decisions were grounded in community needs while maintaining fiscal responsibility. We also established clearer communication pathways and regular updates to maintain transparency throughout the implementation process.

Strengthened Systems and Capacity (250 words or less per question)

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?
 - Grow Your Own Program - assisting current employees with higher education to obtain licensing and/or career advancement with a focus on our minority teachers.
 - Mentor program to support teachers in their first 3 years of teaching w/ a focus on our first year teachers.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?
 - Eliminate pre-requisites for taking AP classes.
 - De-tracked math so that every student can have access to Calculus.
 - Embedded honors.
 - Articulated and aligned Spanish from middle school to high school so students can take Spanish by eliminating the placement test.
 - 9th grade physics instead of sorting students into biology and physical science based on teacher recommendation.

3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.
 - Look at disaggregated information by focal group to look for disproportionate data.
 - Board hired a company 3 years ago to disaggregate our data and we continue to use the report to work on ways to create processes to

address the disproportionality of referrals etc.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?
 - We engage in placement meetings with families to discuss school options and support needed that will help our students have a successful transition.
 - We have engagement staff that helps support the families and students in their transition back into schools in hopes of providing a seamless transition.
 - We have a K-8 program for students who may need additional support for a period of time that can have smaller class sizes and more extensive behavior and social-emotional support. The goal would be to treat this placement as a step-down from a more restrictive placement with more support before engaging in a less restrictive placement for a full-day.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

Full Detailed Document: [IG Answers for Directors-Draft](#)

Early Childhood Programs to Elementary Transition Supports

At Eugene School District, we ensure a smooth transition to kindergarten. Collaborations with childcare providers help families connect with school communities by sharing key dates and information.

Getting Started: Families can explore schools starting in January through the school choice process, with in-person and online sessions. Spring kindergarten orientation introduces families to staff, facilities, and expectations.

Enrollment Support: On-site enrollment events with childcare providers and district-wide sessions simplify the process. Drop-in sessions at the district office are also available.

Kindergarten Smart Start: A staggered start, smaller classes, and parent-teacher connections help students adjust to kindergarten.

Supporting Special Needs: For children with IFSPs, our team collaborates with families and schools to develop IEPs and provide behavior and mental health support.

5th Grade to Middle School Transition Supports

In spring, 5th graders visit middle schools to meet staff, tour campuses, and request electives. Counselors share academic, behavior, and attendance data. Parent meetings are scheduled as needed.

Orientation & Engagement: Students attend a Transition Orientation day and advisory classes focused on SEL using the Wayfinder curriculum.

Ongoing Monitoring: Universal teams track student progress using the Middle School Early Warning Report, ensuring timely support.

Middle to High School Transition Supports

Starting in spring, Transition Coordinators meet with 8th graders to forecast schedules and collect detailed data.

Summer Preparation: A two-week summer bridge program helps students tour campuses, meet staff, and finalize schedules.

First Month: Coordinators meet with 9th graders, and Humanities classes focus on high school success.

Throughout the Year: Success Coordinators monitor progress and provide SEL lessons aligned with middle school practices.

Our integrated support system ensures student success through three key areas:

Advisory & Guidance

- Weekly advisory periods with grade-specific college/career planning
- Four-year planning with counselors starting freshman year
- Regular graduation requirement audits
- College application and FAFSA completion support
- Naviance lessons and exploration activities

Career Technical Education & Applied Learning

- Industry-aligned CTE pathways at all high schools
- Work-based learning and internship opportunities
- Industry certification preparation
- Real-world projects through Center for Applied Learning
- Professional networking and mentorship connections
- Student-led portfolio conferences

Family & Community Engagement

- Grade-level parent information nights
- Financial aid workshops and college fairs
- CTE pathway showcases
- Regular milestone communications
- College representative visits
- Talent Match hiring fairs
- Industry site visits
- Service-learning opportunities

Through these coordinated efforts, we ensure every student receives comprehensive support for post-secondary success while engaging families and community partners in the process.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade bands? Describe your system for sharing information with students and parents regarding career-connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Career Exploration & Development: Middle School Through High School

Middle School Foundation

- Students begin career awareness through exploratory courses and career surveys
- Introduction to Wayfinder and CIS platforms
- Development of preliminary education profiles

Early High School (Grades 9-10)

- Advisory program focuses on structured career exploration
- Personal finance education and job shadowing opportunities
- CTE pathway selection with counselor guidance
- Regular parent engagement through information sessions and planning meetings

Upper High School (Grades 11-12)

- Career preparation through CTE Pathways and Center for Applied Learning
- Work-based learning and internship opportunities
- Industry certification options
- Talent Match program for employment connections
- Comprehensive college planning support

Ongoing Support Systems

7. College and Career Coordinators provide consistent guidance
8. 24/7 access to CIS digital resources
9. Regular in-person events
10. Counselor support for education and career profile management
11. Translation services for family engagement
12. Student-led conferences and portfolio demonstrations
13. Graduate outcome tracking for program improvement

14. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

4J has held opportunities to ensure that teachers and other professionals have had chances to participate in appropriate instruction in regard to the Native community that it serves. Professional development for Educational Assistants held during the 2023-2024 school year implemented a three-session series: Trauma and Resilience Through a Native Lens.

Opportunities for district staff also included NATIVES Program staff participating in various site meetings that permitted support for teachers when utilizing school curriculum for instruction. SB-13 has allowed collaboration with NATIVES Program Administrator, Curriculum and Instructional teams. These supports have been rolled out into both elementary and middle school classrooms. Zoom videos and trainings were implemented for teachers to ask detailed questions to gain clarity and confidence when using material to teach about Natives. 4J District Leadership have carried out multiple Tribal Consultation meetings and workshops internally to bring awareness of the importance, severity and continual relationships that 4J holds with the utmost respect with the Confederated Tribes of Siletz Indians and also The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians.

For the 2024-2025 school year, new hires and district personnel will receive SB-13 guidance, current resources and support for use in the classroom and

schools when they report in August. 4J will hold Tribal Consultation training for new district leadership personnel. 4J will utilize the NATIVES Program Administrator in reference to items needing clarity, vetting, and proper way to hold space for Tribal Consultation. Title VI will provide cross-district support with classroom presentations, events, collaboration, and meaningful professional development opportunities.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data, district benchmarking data, and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

[Updated in Smartsheet.](#)

2. What is the name of the funding source for the 25% match for early literacy?
[SIA - Student Investment Account](#)

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?
 - [Giving us time to do the work on the process throughout the year with a reflection at the end of the year instead of spending so much time on](#)

quarterly reflection. This takes away valuable time of work with our team to move the plan forward.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Based on our comprehensive needs assessment that analyzed nearly 100 datasets across nine key indicators, Eugene School District 4J has developed an integrated plan addressing both academic achievement and whole-child needs. Our data revealed significant challenges including declining 3rd-grade reading proficiency, substantial achievement gaps, and attendance concerns, alongside strengths in graduation rates and program accessibility.

Our plan focuses on four key strategic areas:

Early Literacy: Responding to declining reading proficiency, we've implemented structured literacy support through additional decodable readers, expanded intervention materials, and enhanced teacher training. We've standardized Tier 2 interventions and established regular progress monitoring systems.

Equity and Access: To address achievement gaps reaching up to 80.6 points in some areas, we've eliminated barriers to advanced coursework, de-tracked math pathways, and implemented embedded honors programs. Our approach emphasizes equitable access across all programs, particularly in CTE fields.

Student Support: We've established three core teams in each school - Equity & Inclusion, Climate & Culture, and Student Intervention - supported by regional MTSS specialists. This structure provides comprehensive support for academic, behavioral, and social-emotional needs.

Career-Connected Learning: We're expanding CTE opportunities through district-wide programs in Construction, Digital Arts, and Education pathways, while developing new programs based on community input and industry needs. Work-based learning experiences are being enhanced through industry partnerships.

The plan emphasizes continuous improvement through regular data analysis and community feedback, ensuring we maintain progress toward closing achievement gaps, building inclusive learning environments, and preparing students for post-secondary success. Our approach integrates professional development, community partnerships, and targeted interventions to support all students, particularly our focal groups showing the greatest needs.

Assurances

- ✓ You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- ✓ You have taken into consideration the Quality Education Commission (QEC).
- ✓ Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- ✓ Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
- ✓ Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- ✓ Each of the SSA plans were reviewed as part of your strategic planning.
- ✓ You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation

for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.

- ✓ Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- ✓ You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- ✓ You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
- ✓ You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- ✓ You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- ✓ If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
- ✓ You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

.....THANK YOU.....

Overview of Outcomes, Strategies, and Activities

OUTCOMES & STRATEGIES		FSI	ELS	EIIS	HSS	SIA
Outcome-A	Timely Communication & Meaningful Community Engagement					
A1	CTE - Center for Applied Learning				X	
A2	Extended Learning Opportunities				X	X
A3	Wrap Around Supports				X	X
A4	Community Outreach & Connection					X
A5	Alignment, Transparency & Accountability				X	X
Outcome-B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities					
B1	Equity, Inclusion, and Instruction Initiatives				X	X
B2	New Teacher Mentoring					X
B3	Grow Your Own (GYO) Pathway Program					X
B4	3rd Grade Literacy					X
B5	School Level Improvements	X				
B6	Charter School Level Improvements	X				
Outcome-C	Safety and wellbeing for all students and staff					
C1	Multi-Tiered System of Supports			X	X	X
C2	Targeted Class Size Reduction				X	X
C3	Integrated Prevention and Mental Health Model					X
C4	Safety, Security, and Risk Initiatives					X
Outcome-ELS	Early Literacy Initiatives					
EL1	Staff Literacy, Reading Intervention, and Coaching Specialists		X			
EL2	Establish High Dosage Tutoring in Needs Schools		X			
EL3	Ensure Teachers Receive Regular High Quality Professional Learning		X			
EL4	Adopt & Implement High Quality Curriculum and Materials		X			
EL5	Support extended learning programs		X			

Federal School Improvement (CSI/TSI) Grant Activities

Outcome	Grant	Summary Category	Description	Amount
B5	FSI	Charter Schools	Twin Rivers and Network Charter Schools	\$62,738
B5	FSI	4J Elementary Schools	Chavez, Howard and McCornack Elementary Schools	\$81,195
B5	FSI	4J Middle Schools	ATA, Kelly, Kennedy, Madison, Monroe, and Spencer Butte Middle Schools	\$176,447
B5	FSI	4J High Schools	Churchill, North Eugene, South Eugene and Sheldon High Schools	\$223,205
			Total	\$543,585

Early Literacy Success (ELS) Grant Activities

Outcome	Grant	Summary Category	Description	Amount
EL1	ELS	Literacy, Intervention & Coaching Staff	3.0 FTE for Coaching Coordinator, High Dosage Tutoring, & Literacy Specialist	\$405,000
EL2	ELS	High Dosage Tutoring	High Dosage Tutors at Chavez and Howard	\$175,000
EL3	ELS	Teacher PD	Extended contracts, sub release time, conference, webinar & training materials	\$397,207
EL4	ELS	Curriculum & Materials	New and updated literacy instructional curriculum and supplies	\$85,000
EL5	ELS	Extended Learning Programs	Summer Intensive Literacy Program	\$15,000
	ELS	Indirect/Administration	Grant Indirect expenses	\$16,394
			Total	\$1,093,601

Early Indicator and Intervention System (EIS) Grant Activities

Outcome	Grant	Summary Category	Description	Amount
C1	EIS	Dropout Detective Subscription	Funding to support the development and integration of data to inform decision making through the MTSS process	\$45,331
			Total	\$45,331

High School Success (HSS) Grant Activities

Outcome	Grant	Summary Category	Description	Amount
A1	HSS	CTE Program Site Based	Continued support for current CTE programs, Forestry, Health Occupations, and Manufacturing in our high schools. Staffing, PD, and supplies	\$953,700
A1	HSS	Center for Applied Learning and Community Impact	Future Build, Creative Services, K12 Education, and Humanitarian Engineering programs. Staffing, PD, lease, supplies	\$2,179,400
A2	HSS	Summer Programs	Extended contract for teachers to design engaging and relevant coursework for students to earn additional credits during the summer	\$438,000
A3	HSS	15 th Night Services	Community Outreach Program to support student needs	\$129,600
A5	HSS	Indirect/Administration	Financial Management Analyst to coordinate, monitor and report on HSS & CSI/TSI grant budget and staffing activities	\$72,000
B1	HSS	AVID	Provide support for AVID training, collaboration, and school wide implementation	\$144,000
B1	HSS	AP/IB Test Support	Provide funding for underserved students to take AP/IB tests	\$8,000
B1	HSS	SAIL Summer Program with UO	Collaborate with UO supporting pre-college activities	\$16,000
C1	HSS	Software Subscriptions	Canvas Studio, LMS Cloud Learning Management System	\$70,000
C1	HSS	High School Academic Supports	Support extended learning opportunities for high school students to pass classes and gain additional skills	\$28,300
C2	HSS	9th Grade Success Supports	Licensed staff Coordinators, Counselors, and humanities to support 9th grade success and collaboration, extended contracts, substitutes and supplies	\$919,978
			Total	\$4,958,978

Student Investment Act (SIA) Grant Activities

Outcome	Grant	Summary Category	Description	Amount
A2	SIA	Extended Learning	BEST & Extended Day Program supplies, software, extended contracts	\$324,040
A2	SIA	K-7 Summer Program	K-7 Summer Program staffing, and supplies.	\$600,000
A3	SIA	Newcomer Support	Hire EL teachers to support the newcomer emergent bilingual needs at the high school level	\$251,000
A3	SIA	Software Subscriptions	FastBridge (SEB assessment, reporting, guidance software)	\$51,360
A4	SIA	Welcome Center	Welcome Center staffing & supplies	\$224,000
A5	SIA	Indirect/Administration	Staffing to manage SIA grant including development and reporting	\$480,008
B1	SIA	Affinity Groups Support	Classified staffing supporting Affinity Groups and Supplies for Student Affinity group activities at schools	\$612,200
B1	SIA	Natives Program	Staffing to support the district Native program and students	\$516,000
B1	SIA	GANAS Program at Kelly MS	GANAS tutoring program with UO, contract, stipends, supplies	\$23,250
B1	SIA	Equity Department	BIPOC staff retention activities, ETGAR 36 travel, Community Contracts and ELL curriculum purchases	\$220,000
B1	SIA	Inclusion Support	Licensed and classified staff hours of support to assist where additional help is needed to support Inclusion of SPED Students	\$595,000
B1	SIA	8th Grade AVID Support	Program staff for AVID elective at each middle school	\$311,000
B1	SIA	Asynchronous Learning	Strongmind & eDynamic Learning Software contracts for online course instruction	\$139,000
B1	SIA	Software Subscriptions	PowerSchool-Professional Learning license, annual service, LMS Integration Canvas	\$42,103
B2	SIA	New Teacher Mentoring	5 licensed staff supporting new teachers with an Equity Lens throughout the district and extended contract time for training	\$650,000
B3	SIA	Grow Your Own Pathway Program	Supports under-represented 4J employees to become teachers through tuition and mentoring support and BIPOC retention activities	\$150,000
B4	SIA	Literacy Support	Increased building-based job embedded coaching support for literacy, licensed staff for school libraries and supplies	\$3,522,302
C1	SIA	Multi-Tiered Systems of Support	Support the implementation of MTSS (Multi-Tiered Systems of Support) throughout the district through extended contracts and training	\$660,000
C2	SIA	Middle School Behavior Support	Classified and Licensed staff at middle schools for Behavior Support	\$875,000
C2	SIA	Targeted Class Size Reduction	Licensed staff to support MS & HS class size reduction	\$2,700,000
C3	SIA	Mental Health Supports	Care and Advocacy Team (9 total licensed mental health and social workers) assigned to schools throughout the district supporting students, & supplies	\$1,332,120
C4	SIA	Student Success Coordinators	Licensed staff supporting elementary student success	\$1,221,600
			Total	\$15,499,983



Coburg Charter sponsored by Eugene 4j

25-27 Integrated Application

Needs Assessment Summary

1. Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (100 words or less)

Data reviews are conducted by the administration, with the office team and the Educational Excellence Committee. Focus areas and goals are developed, then plans are created and implemented to reflect those goals within the defined focus areas.

Engaged Community (Answer briefly)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We have increased our Community Coordinator position to a .4 FTE allocation; this will help with increased opportunities and communications, especially around SKils Days, Community Days, and special events including opportunities to reach out to underserved families through events like Shop-with-a-Cop.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
 - Students of color and families of students of color

- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ✓ Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at-risk, houseless, out-of-school youth and adults, foster youth, military families
- Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

- Face to face conversations
- Regularly scheduled email and newsletters
- Open School Board Committees
- Family Volunteer “requirement”
- Open access through phone, visit and email

4. List the strategies used to engage with classified and certified staff about the integrated plan throughout the planning process. (At least two strategies are required.)

- Face to face conversations
- Regularly scheduled email, newsletters
- Open School Board Committees to staff as well
- Open access through phone, visit and email
- Staff meeting data review and discussions
- Data Review Teams as part of RTI process inform integrated plan
- Participation in Office Team

Evidence of Engagement

Please submit ONE artifact of engagement that is the strongest examples of authentic engagement that relate to and contributed to this plan. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

1. Engagement Artifact

- a. This artifact shows the working board the Office Team used to review previous focus areas and develop the new focus areas. This is a snapshot of a portion of the overall process, yet an important aspect to bringing together the data and historical perspective, then developing “must-dos referred to as ‘nuts and bolts’”, “needs”, “wants”, and “hopes and dreams”.

Plan Summary

1. Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (100 words or less)

Once the needs assessment was completed as below, the Office Team developed the internal use Focus Areas document, and the administration develops the School Improvement Plan which is shared, reviewed, and potentially revised with the staff and Educational Excellence Committee. Our Integrated Plan outcomes align with Eugene 4J, and our strategies are aligned between the SIIP and the Integrated Plan.

Attachments

2. District Charter Program Agreement (DCPA)
3. [Engagement Artifact](#)

Outcomes & Strategies

	Early Literacy
Strategy EL1	Increase focused instruction through small group tutoring and general classroom supports ,focused on literacy
Strategy EL2	Provide 1-1 tutoring and literacy intervention to students struggling to perform at grade level

Outcome A	Timely Communication & Meaningful Community Engagement
Strategy A1	Create and employ a dedicated staff member to develop community partnerships and provide materials and supplies to facilitate community outreach and student learning events coordinated in the community and bringing the community into the school.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B3	SIA: Provide 1-1 tutoring and interventions to students struggling to perform at grade level in both Math and ELA through a robust RTI program
B4	SIA: Provide instructional coaching to staff to improve teaching and learning
B5	SIA: Utilize a Teacher at Large and TAG Coordinator to improve differentiation in the classrooms and provide consistent instruction through the decrease of learning loss due to teacher absences

Outcome C	Safety and well-being for all students and staff
C1	Provide consistent school counseling services, office supports and in class instruction to students so as to increase their social/emotional skills, learning and resilience
C2	Provide nursing services, expertise and staff training to ensure the safety and well-being of our students most in need of support, and the daily welfare of all our students.



Ridgeline Montessori Charter sponsored by Eugene 4j

25-27 Integrated Application

Needs Assessment Summary

1. Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (100 words or less)

Ridgeline Montessori's needs assessment process relies on data from summative testing, climate surveys, behavior tracking, referrals, and classroom observations to guide planning and budgeting. This data informs Tier II and III interventions, Social-Emotional Learning (SEL) initiatives, and the Multi-Tiered System of Support (MTSS), including Grace and Courtesy practices. Insights from surveys and community feedback have driven facility improvements for inclusivity and safety, while tools like the skills inventory, DERS and Transparent Classroom support progress monitoring and culturally responsive teaching. OSAS, EasyCBM, and literacy evaluation data inform the need for targeted early literacy intervention for focal groups, including students with disabilities. These efforts ensure targeted resource allocation and alignment with student needs, fostering a supportive and equitable learning environment.

Engaged Community (Answer briefly)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, Ridgeline Montessori has strengthened community engagement with more concerted efforts to reach and hear from focal groups. The Equity Committee has hosted meetings on improving the experiences of trans students and those in the BIPOC community, and listening sessions for families of students with disabilities have provided platforms for their voices. Ridgeline 101 sessions connect new families, while board and Site Council meetings invite feedback on priorities and goals. Barriers remain, including time constraints, equitable representation, and understanding grant fund restrictions, but these targeted efforts aim to enhance inclusion and transparency across the community.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- ✓ Students of color and families of students of color
- ✓ Students with disabilities and families of students with disabilities
- ✓ Students and families who are navigating poverty, houselessness, and foster care
- ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- ✓ Students and families who recently arrived
 - Migratory students and families of migratory students
 - Justice involved youth
 - Families of justice involved youth as appropriate
 - Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
 - Students and families experiencing active duty military service
 - Emerging bilingual students and families of emerging bilingual students
- ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community

- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at-risk, houseless, out-of-school youth and adults, foster youth, military families
- Other [NAACP Education Program, and the YMCA](#)

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

1. Ridgeline Equity Committee Outreach

- Hosted a meeting on Wednesday, 10/2, from 7-8:30 pm, specifically seeking feedback from families with students on IEPs or 504 plans.
- Advertised widely through the school newsletter, parent Facebook page, and classroom organizers to maximize engagement.
- Focused on understanding student experiences and addressing any issues they face.

2. Climate Survey

- The Ridgeline climate survey has been administered since the 2021-2022 school year. The last survey was administered in the spring of 2024. The results have not been published yet.
- The topics covered in the survey were Identity, Belonging, Respectful Learning Environment, Caring Adults, Bias, Bullying or Hate, and Social Emotional Learning
- 145 students, 78 families, and 30 staff members participated in the surveys.

3. Parent Engagement Through Event Teams

- Held an onsite Volunteer Power Hour to present opportunities for families to shape community events, such as parent education nights, school picnics, and social gatherings.
- Promoted these initiatives through the school newsletter, whiteboards, Ridgeline 101 orientation, and classroom organizers.

- Included teams focused on strengthening equity and inclusion within the community.

4. List the strategies used to engage with classified and certified staff about the integrated plan throughout the planning process. (At least two strategies are required.)

1. Staff Budget Survey for 2024-2025

- A survey was administered to gather input on budget priorities, many of which were related to Integrated Guidance for Student Success funding.
- Responses identified key priorities, such as cost-of-living adjustments, reinstating the SEL Assistant, maintaining classroom budgets, early literacy initiatives and other professional development opportunities.
- Results were analyzed to inform decisions and align budget planning with staff needs and priorities based on resources available.

2. Regular Certified and Classified Staff Meetings

- Routine meetings provided opportunities for staff to collaboratively discuss concerns, share feedback, and align on strategies related to the integrated guidance plan.
- These meetings fostered transparency and accountability, ensuring staff input was incorporated throughout the planning process. These strategies ensured that staff voices helped shape the plan and budget priorities.

Evidence of Engagement

Please submit ONE artifact of engagement that is the strongest examples of authentic engagement that relate to and contributed to this plan. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Ridgeline Montessori conducts annual climate surveys to gather valuable feedback from students, families, and staff. These surveys are designed to assess perceptions of the school environment, community engagement, and planning efforts.

Questions are tailored to address specific themes, such as academic experiences, social-emotional well-being, safety, equity, and inclusion.

- **Distribution and Participation:**

- Family Surveys are administered online for accessibility, with links shared via [newsletters](#), [emails broadcast through school messenger](#), and texts.
- Staff members contribute insights through a separate survey focused on workplace culture, student academics and mental well-being, and school operations.
- Students complete age-appropriate surveys in a classroom setting, guided by teachers to ensure understanding.

- **Data Analysis and Implementation of Feedback:**

- Results are aggregated and analyzed to identify strengths, areas for growth, and emerging trends.
- Survey findings are shared with staff, the board, and the broader community through reports and meetings.
- Feedback directly informs Integrated Grant Planning, School Improvement Plan (SIP) goals, program adjustments, and resource allocation for the following year.

- **Most Recent Surveys (2023-2024 Survey Results will be available in Spring 2025)**

- [2023-2024 Ridgeline Student Climate Survey](#) (145 responses out of 166 possible)
- [2023-2024 Ridgeline Family Climate Survey](#) (78 responses)
- [2023-2024 Ridgeline Staff Climate Survey](#) (30 responses out of 32 possible)

- [2022-2023 Climate Survey Analysis](#) (Example in lieu of 2023-2024 results)

Barriers remain, including time constraints, equitable representation, and understanding grant fund restrictions, but these targeted efforts aim to enhance inclusion and transparency across the community.

Plan Summary

1. Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (100 words or less)

Ridgeline Montessori has aligned its plan with the three outcomes prioritized by 4J: Timely Communication & Meaningful Community Engagement, Equitable Outcomes with a focus on underserved communities, and Safety and well-being for all students and staff. Our needs assessment process incorporates feedback from the district’s assessment as well as targeted community engagement, including input from focal groups. This collaborative approach ensures that Ridgeline’s plan reflects both district priorities and the specific needs of our charter school community, fostering alignment while addressing unique considerations for our students and families.

Attachments

1. District Charter Program Agreement (DCPA)
2. Engagement Artifact

Distribution and Participation:

- Family Surveys are administered online for accessibility, with links shared via [newsletters](#), [emails broadcast through school messenger](#), and texts.

Most Recent Surveys (2023-2024 Survey Results will be available in Spring 2025)

- [2023-2024 Ridgeline Student Climate Survey](#) (145 responses out of 166 possible)
- [2023-2024 Ridgeline Family Climate Survey](#) (78 responses)
- [2023-2024 Ridgeline Staff Climate Survey](#) (30 responses out of 32 possible)
- [2022-2023 Climate Survey Analysis](#) (Example in lieu of 2023-2024 results)

Outcomes & Strategies

Reference:

[/https://s3.amazonaws.com/scschoolfles/3396/4j_website_ig_activities_budget_updt_042924.pdf](https://s3.amazonaws.com/scschoolfles/3396/4j_website_ig_activities_budget_updt_042924.pdf)

	Early Literacy
Strategy EL1	K-3 Grade Literacy Instruction

Outcome A	Timely Communication & Meaningful Community Engagement
A1	Staff will use tools that will help with alignment, transparency, and accountability in order to track and communicate about student growth.
A2	Community and focal group outreach and education to promote inclusion and transparency

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B1	Support and continuously improve equitable and culturally responsive classroom practices and instruction initiatives.

B2	Continue to provide Tier II and III services at the indicated need while enhancing systems for tracking and progress monitoring.
B3	Using data to identify early warning signs and provide targeted interventions to support students' holistic development.

Outcome C	Safety and well-being for all students and staff
C1	MTSS (Grace and Courtesy) implementation and effectiveness school-wide
C2	Integrated prevention and sustainable mental health model
C3	Increase school access and safety through facility improvements that promote inclusivity, independence, and whole-child development.



Village Charter sponsored by
Eugene 4j

25-27 Integrated Application

Needs Assessment Summary

1. Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s).

Results from our annual climate survey helps us gauge progress on our DEI, behavior support (PBIS) and academic goals.

Engaged Community (Answer briefly)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Much of our focus has come in response to concerns about behavior management, deterring work avoidance, and addressing the needs of students with neurodivergence. These concerns have come from class meetings and conferences with parents and from most staff members. We have

- a. Hired more staff hours to provide behavior support in the key grades showing challenges.

- b. Trained staff in Sensory Integration (SI) and hired SI specialists to provide interventions for K and 1st grade classes. Invited parents to attend a weekend SI training.
 - c. Provided trainings in PBIS principles, coordinated behavior incentives.
 - d. Sponsored trainings on ADHD for staff and parents, and ASD for staff.
2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
- ✓ Students of color and families of students of color
 - ✓ Students with disabilities and families of students with disabilities
 - ✓ Students and families who are navigating poverty, houselessness, and foster care
 - ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
 - ✓ Students and families who recently arrived
 - Migratory students and families of migratory students
 - Justice involved youth
 - Families of justice involved youth as appropriate
 - Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
 - Students and families experiencing active duty military service
 - Emerging bilingual students and families of emerging bilingual students
 - ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
 - ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - Local or regional business and/or industry community
 - Local Community College CTE Deans and/or Instructors
 - Local or Regional Workforce Development Board
 - CTE Regional Coordinators
 - Representatives from agencies serving at-risk, houseless, out-of-school youth and adults, foster youth, military families
 - Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

- Annual climate survey
- Sharing Easy CBM testing results with parents
- Input from parent conferences
- Requests from our parent council

4. List the strategies used to engage with classified and certified staff about the integrated plan throughout the planning process. (At least two strategies are required.)

- Meetings on PBIS concepts offered to all staff and main lesson staff.
- Invitations for all staff to attend Sensory Integration trainings (½ of attendees were classified, ½ were credentialed).
- Training on ADHD offered to parents and main lesson staff.
- All staff training on Autism Spectrum Disorder.

Evidence of Engagement

Please submit ONE artifact of engagement that is the strongest examples of authentic engagement that relate to and contributed to this plan. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Climate Survey - this is conducted in June every year to capture parent input on school wide climate issues (Learning environment, School Communications, Relationships, DEI, overall satisfaction). This includes opportunities to share extensive comments. Other input on related topics is sought for individual main

lesson and specialty teachers. Input is shared with administration, allstaff and teachers (for individual input).

Perhaps the most important message we heard from parents was that they expressed that our responsiveness to the various categories has improved (see the areas highlighted in green).

- Student respect each other differences (gender, race & culture)
- School staff encourages students to respect each other's differences (gender, race, culture)
- The School pays sufficient and appropriate attention to neurodivergence
- The School pays sufficient and appropriate attention to disabilities
- The School pays sufficient and appropriate attention to religion

There were some areas of declining performance (highlighted in red):

- My child/children has/have been bullied or harassed at The Village School.:
- I feel satisfied with the communication about my child(ren)'s behavior.

We brought these points to allstaff for further investigation and discussion (our August trainings) and prioritization of behavior related policy and trainings.

Outcomes & Strategies

	Early Literacy
Strategy EL1	Use arts-integrated, holistic methods from Waldorf-inspired tradition (storytelling, arts-inspired word & letter recognition, writers workshop, Author's night, annual play), Reading buddies [grade 8 reads to grade 1, grade 7 reads to grade 3, and grade 6 reads to grade 2]
Strategy	Small reading group for grades 1-3 conducted 4-5 times per

EL2	week, including tier 2 and tier 3 interventions with Title Staff.
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Outcome A	Timely Communication & Meaningful Community Engagement
	Provide professional development to all staff and parents in the areas of equitable and culturally responsive teaching, support for students with neurodivergence, communication, classroom management, and sensory integration.
	Improve inclusiveness of curriculum & book selections for individual grades and library.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
	Ensure instructional support for tier 2 and tier 3 learners through improved curriculum, instructional minutes, and tools.
	Support purchases to update computer and testing-related equipment
	Provide professional development to all staff in the areas of best practices for teaching literacy and mathematics to students with a focus on elementary grades.

	Provide staffing, supplies, curriculum, and equipment for free, after-school enrichment programming for grades 1-8 throughout the school year.
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Outcome C	Safety and well-being for all students and staff
	Staff a full-time counselor and contract with a sensory integration specialist for trainings and interventions.
	Contract with nursing staff to improve oversight, delivery, training, and monitoring of nurse-related services
	Conduct trainings led by Counselor, Nurse, and / or Sensory Integration Specialist. Send counselor to trainings
	Provide professional development to all staff in the areas of equitable and culturally responsive behavioral and mental health support, sensory integration and accommodations for students



**Network Charter sponsored by
Eugene 4j**

25-27 Integrated Application

Needs Assessment Summary

1. Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s).
 - a. Needs Assessment Process
 - i. Aside from community feedback and teacher reflection, NCS uses the District’s Charter Renewal Findings Report to help establish our yearly Needs Assessment Criteria
 - ii. Data is collected to inform the Assessment Criteria and develop a school improvement plan
 - iii. School improvement plan align with our funding priorities and budget
 - iv. Improvement goals and initiatives are communicated with all stakeholders (shared at month board meetings, communicated in emails and the community newsletter)
 - v. Progress on improvement is reviewed and reported yearly
 - b. Data Collection
 - i. Direct feedback
 - ii. Engagement surveys
 - iii. Attendance data
 - iv. Graduation data
 - v. Formative and summative assessments

Engaged Community (Answer briefly)

- What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?
 - a. Improvements
 - i. Email weekly community newsletter
 - ii. Offer several “parent nights” a year
 - iii. Updated website
 - iv. Consistent staff collaboration and shared decision-making during staff meetings
 - b. Barriers
 - i. People don’t routinely check their emails
 - ii. Low parent attendance
- Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
 - ✓ Students of color and families of students of color
 - ✓ Students with disabilities and families of students with disabilities
 - ✓ Students and families who are navigating poverty, houselessness, and foster care
 - ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
 - Students and families who recently arrived
 - Migratory students and families of migratory students
 - ✓ Justice involved youth
 - ✓ Families of justice involved youth as appropriate
 - Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
 - Students and families experiencing active duty military service
 - Emerging bilingual students and families of emerging bilingual students
 - ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
 - ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)

- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- ✓ CTE Regional Coordinators
- ✓ Representatives from agencies serving at-risk, houseless, out-of-school youth and adults, foster youth, military families
- Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

- Quarterly “Parent Nights”
- Communication through weekly community newsletter
- Student Workshops
- Engagement surveys

4. List the strategies used to engage with classified and certified staff about the integrated plan throughout the planning process. (At least two strategies are required.)

- Routine staff meetings
- Monthly Staff PD workshops
- Progress updates and feedback forms

Evidence of Engagement

Please submit ONE artifact of engagement that is the strongest examples of authentic engagement that relate to and contributed to this plan. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

- Information from our needs assessment was shared, including how our needs assessment helped inform the allocations of IGA funds, to all

stakeholders (teachers, board, students, parents and community members); this information was available for public comment at the board meeting when final approval of the budget draft was voted on.

- The biggest learning was that our needs assessment process seems to successfully capture the needs of NCS students and the supporting criteria listed in our school improvement plan, which dictates our spending allocations, because our stakeholders had no additional concerns or areas of need to communicate, indicated by the absence of public comment and the final approval of our budget.

Plan Summary

1. Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan.
 - a. Although our Needs Assessment Process (listed below) differs in approach from our supporting district, our outcomes are aligned to ensure continuity between our charter and our sponsoring district.
 - b. Needs Assessment Process
 - i. Aside from community feedback and teacher reflection, NCS uses the District's Charter Renewal Findings Report to help establish our yearly Needs Assessment Criteria
 - ii. Data is collected to inform the Assessment Criteria and develop a school improvement plan
 - iii. School improvement plan align with our funding priorities and budget
 - iv. Improvement goals and initiatives are communicated with all stakeholders (shared at month board meetings, communicated in emails and the community newsletter)
 - v. Progress on improvement is reviewed and reported yearly

Attachments

1. District Charter Program Agreement (DCPA)
2. Engagement Artifact
 - a. [NCS Minutes 9:17:24](#)

Outcomes & Strategies

Outcome A	Timely Communication & Meaningful Community Engagement
A1	Evaluate and increase current modes/medias utilized for communication (relevant, current and user friendly)
A2	Support and increase whole-community engagement opportunities; explore positive community building options and other resources to support community engagement and collaboration.
A3	Identify barriers preventing positive trends in student attendance; develop and implement solution-based interventions and supports to increase positive attendance trends.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B1	Continue to develop and increase options for Post-Secondary transitioning and opportunities

B2	Identify and support curriculum resources and pedagogical approaches that increase student engagement and academic success in content areas
B3	Increase access to professional development, coaching, training and technical assistance opportunities for teachers, administrators, and school communities to strengthen educator proficiency across core content areas and effective classroom management techniques.
B4	Develop and support programs and process that help to proactively address barriers commonly associated with credit deficiencies and attendance concerns that impact student pathways towards timely graduation

Outcome C	Safety and well-being for all students and staff
C1	Collaborate across health, education, county, coordinated care organizations, community and traditional health workers, peer support specialists, and community partners to support and expand access to mental health supports and interventions in and outside of school.
C2	Increase student and family support resources that address the foundational tier of Maslow's hierarchy of needs
C3	Evaluate the safety and effectiveness of current school facilities and related structures and concentrate improvement efforts to provide spaces that are safe, up-to-date, universal in design and appropriate for the student population we serve.



Twin Rivers Charter sponsored by Eugene 4j

25-27 Integrated Application

Needs Assessment Summary

1. Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s).

In 2023, Twin Rivers Charter School (TRCS) successfully underwent an accreditation process guided by Cognia - in collaboration with our school community - to identify areas for us to focus on to achieve measurable, meaningful improvement. During the fall of 2023, and 2024, TRCS faculty undertook training in preparation for the new school year to improve teaching expertise, raise the level of academic rigor and support, outdoor education, safety driving training, etc. Each teacher also participated in collaboration time with the content specialists in their respective field. Teacher training is supported by an annual grant from Oregon Youth Corps.

Engaged Community (Answer briefly)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

TRCS uses any available District means of communication (e.g., direct mail, newsletters, the District web site, and events such as “school fairs” at which schools can provide information to interested families) in order to make the opportunity to attend TRCS known to families who have children

attending District schools.

Each year, during late summer, TRCS students come by to meet the faculty, grab some donated Columbia sportswear cold weather and outdoor clothing and shoes, and check out the schedule, before the first day of school.

The school also hosts an Open House for families in September, hosts parent teacher conferences and family meetings in November, and hosts a whole school holiday dinner in December.

Highlights in spring includes student participation in the school Weed-a-thon “From the Roots,” an annual 24-hour invasive weed-a-thon designed to raise awareness and funds for the conservation efforts of Twin Rivers Charter School at Log Jam State Park. Students are invited (but not required) to work from 10 am on Friday until 10 am on Saturday. Families and alumni are invited from 5 PM to 8PM for dinner and games.

Progress reports and report cards are sent to families of students each quarter. Parents are also involved in IEP team meetings.

Regardless of academic level, communication with students and their families is the foundation for all academic plans. Our goal is to empower students to take an active role in their education and we support them in this growth by helping set goals for their education and career training and holding them accountable to the various steps of their plan. Areas for improvement include:
increasing parent/family participation as partners in their child’s education to support their child.

Collaboration with parents/guardians to help the faculty understand students better and learn how students view different situations.
Parent and family involvement to assist with student buy-in and help students understand the academic units.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- ✓ Students of color and families of students of color
- ✓ Students with disabilities and families of students with disabilities
- ✓ Students and families who are navigating poverty, houselessness, and foster care
- ✓ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
 - Students and families who recently arrived
 - Migratory students and families of migratory students
 - Justice involved youth
 - Families of justice involved youth as appropriate
 - Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
 - Students and families experiencing active duty military service
 - Emerging bilingual students and families of emerging bilingual students
 - ✓ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
 - ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
 - ✓ Local or regional business and/or industry community
 - Local Community College CTE Deans and/or Instructors
 - Local or Regional Workforce Development Board
 - CTE Regional Coordinators
 - ✓ Representatives from agencies serving at-risk, houseless, out-of-school youth and adults, foster youth, military families
 - Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

The TRCS School Improvement Plan was a collaborative effort of many stakeholders, including Advisory Board members, TRCS graduates, current TRCS students, the principal, and the NYC Executive Director.

The Twin Rivers Charter School Advisory Board is comprised of three Members of the Northwest Youth Corps Board of Directors; three Members of the Public selected by the Northwest Youth Corps Board of Directors following an open application process; and the Principal of the School serving in an ex-officio

capacity.

Faculty at Twin Rivers schedule a family meeting each fall in which they host a curriculum night and an opportunity for families to meet the teachers.

The school is also working to increase knowledge of postsecondary pathways, so that families can help the navigation process for students, increasing the opportunities for college enrollment.

Knowing that many modern working families have busy schedules, school staff utilize a variety of strategies to engage families that seem most appropriate. This may be in providing feedback and collaboration in face to face, phone, or email communication.

4. List the strategies used to engage with classified and certified staff about the integrated plan throughout the planning process. (At least two strategies are required.)

Twin Rivers Charter School (TRCS) is an outdoor conservation-based charter school, located in Lane County, serving grades 8-12. More than simply experience, Natural Resource Management and Outdoor Recreation are key elements of our approach to Career Technical Education.

Yearly, TRCS is awarded funds to improve secondary and post-secondary career/educational outcomes with our students by supporting external costs for staff education. During the last two weeks of summer, before school started, all instructors and school staff participated in school planning and training in the following areas: High Expertise Teaching - Module 1 (through LESD); Narcan Training; CPR/AED/First Aid; teacher training about conservation tools and techniques; IEP student accommodations and goals; Driver's training; and Food handler's training. Then throughout the year, teachers and staff continued to take training as needed: LESO, SS/LA Conference, Oregon Charter School Conference, NWMC (Northwest Math Conference), and Aerie Wilderness First Aid training.

Each Monday, when students are not attending, teachers and other staff also

have time available dedicated for SST meetings to address student academic deficits and student behavior. Teachers are also given time to plan lessons and collaborate to create interdisciplinary lessons and student project outlines.

Evidence of Engagement

Please submit ONE artifact of engagement that is the strongest examples of authentic engagement that relate to and contributed to this plan. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Plan Summary

1. Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (100 words or less)

The 24-25 School Improvement plan was a collaborative effort between our Advisory Board, current students and the principal to identify 3 areas that were the most important areas of which to focus. The 3 areas of improvement are: Increase Parent/Family participation to engage families in their child's education, Building Graduation Pathways to Postsecondary Learning to help students and families make a plan for their future beyond high school, and for each student to create a core set of competencies before graduation. This core set of competencies will allow students to have more ownership in their future.

Outcomes & Strategies

Outcome A	Timely Communication & Meaningful Community Engagement
	Five family meetings are scheduled throughout the school year to gain input from families and to communicate upcoming events
	Twin Rivers will host a fundraising event on April 25th 2024 based on conservation efforts to include students, families, school alumni, and staff.
	Twin Rivers will host 4 end of quarter Expos to allow students to present their projects to family members and members of the community. Dinner is provided by our culinary teacher and culinary students.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
	Provide trainings to staff to provide culturally responsive instruction
	Utilize need based grant funds to supply necessary items to underserved students and families
	Embed universal design instruction to all core content classes

Outcome C	Safety and well-being for all students and staff
	Provide in school counseling services to students from HOOTs and a contracted counselor
	Provide a 16 hour Wilderness First Aid training to staff. Other trainings include CPR, narcan, driver training and food handlers training
	Conduct weekly full staff SST meetings addressing both behavior and academics on each identified student.

Affirmation of Tribal Consultation

LEA or LEA-C Name Eugene School District 4J

Tribe Name Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

This affirmation of consultation is for the School Year Ending June 30, 2025

Each affected Local Educational Agency (LEA) or LEA-Consortium shall maintain in the agency's records and provide to the Oregon Department of Education a written affirmation signed by the appropriate officials of the participating tribes that the consultation required by Section 8538 of the Every Student Succeeds Act (ESSA), Public Law 114-95 has occurred. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected LEA or LEA-C shall consult with appropriate officials from Indian Tribes located in the area served by the LEA or LEA-C prior to the LEA's or LEA-C's submission of a required plan or application for a covered program under this Act. Such consultation shall be done in a manner that provides the opportunity for Indian Tribes to meaningfully and substantially contribute to such plan.

As a state requirement, an affected LEA must engage in Tribal Consultation prior to the submission of the Aligning for Student Success: Integrated Guidance application.



During the Tribal Consultation meeting, the following applications were explicitly discussed -

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-income School Program)
- Title VI, Part A, Subpart I (Indian Education Formula Grants to Local Educational Agencies)
- Other
- A grant distributed under a Federal Title Program
- Aligning for Student Success: Integrated Guidance application

We agree/disagree that timely and meaningful consultation occurred before the LEA or LEA-C submitted plans or applications for the boxes checked above.

We agree/disagree that we have participated in meaningful and timely discussion on the application(s) indicated above and have chosen to participate in the programs marked above.

We agree/disagree that timely and meaningful consultation shall be ongoing. We shall meet to assess programs and track accountability on the following dates: 10/25/2024 ,01/23/2025 ,Ongoing

	Printed Name	Signature	Email	Date
Superintendent or Designee	Colt Gill	 Colt Gill (Feb 5, 2025 12:53 PST)	gill_c@4j.lane.edu	02/05/2025
Designated Tribal Representative	Lee Ann Wander - CEO		lwander@ctclusi.org	1/23/25

- Check if the tribe/tribal organization has not responded to LEA's or LEA-C's due diligence attempts for consultation. (LEA and LEA-C must retain evidence for compliance monitoring) List dates & methods used: 1. _____, 2. _____, 3. _____
- Tribal Opt-Out Option (must have signature of tribe above): WE HAVE been contacted by the LEA or LEA-C listed above and choose not to participate in consultation for the application(s) checked above at this time.

Affirmation of Tribal Consultation

LEA or LEA-C Name Eugene School District -4J

Tribe Name Confederated Tribes of Siletz

This affirmation of consultation is for the School Year Ending June 30, 2025

Each affected Local Educational Agency (LEA) or LEA-Consortium shall maintain in the agency's records and provide to the Oregon Department of Education a written affirmation signed by the appropriate officials of the participating tribes that the consultation required by Section 8538 of the Every Student Succeeds Act (ESSA), Public Law 114-95 has occurred. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected LEA or LEA-C shall consult with appropriate officials from Indian Tribes located in the area served by the LEA or LEA-C prior to the LEA's or LEA-C's submission of a required plan or application for a covered program under this Act. Such consultation shall be done in a manner that provides the opportunity for Indian Tribes to meaningfully and substantially contribute to such plan.

As a state requirement, an affected LEA must engage in Tribal Consultation prior to the submission of the Aligning for Student Success: Integrated Guidance application.



During the Tribal Consultation meeting, the following applications were explicitly discussed -

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-income School Program)
- Title VI, Part A, Subpart I (Indian Education Formula Grants to Local Educational Agencies)
- Other
- A grant distributed under a Federal Title Program
- Aligning for Student Success: Integrated Guidance application

We agree/disagree that timely and meaningful consultation occurred before the LEA or LEA-C submitted plans or applications for the boxes checked above.

We agree/disagree that we have participated in meaningful and timely discussion on the application(s) indicated above and have chosen to participate in the programs marked above.

We agree/disagree that timely and meaningful consultation shall be ongoing. We shall meet to assess programs and track accountability on the following dates: 11/1/2024 , 11/22/2024 & ongoing

	Printed Name	Signature	Email	Date
Superintendent or Designee	Colt Gill	 Colt Gill (Jan 16, 2025 12:31 PST)	gill_c@4j.lane.edu	01/16/2025
Designated Tribal Representative	Sonya Moody Jurado		sonyamj@ctsi.nsn.us	

- Check if the tribe/tribal organization has not responded to LEA's or LEA-C's due diligence attempts for consultation. (LEA and LEA-C must retain evidence for compliance monitoring) List dates & methods used: 1. _____, 2. _____, 3. _____
- Tribal Opt-Out Option (must have signature of tribe above): WE HAVE been contacted by the LEA or LEA-C listed above and choose not to participate in consultation for the application(s) checked above at this time.

**Eugene 4J School District Integrated Guidance Agreement with Public Charter School
Biennium 2025-2027**

SECTION 1: Authority

Pursuant to the Integrated Guidance from Oregon Department of Education. Eugene School District 4J is authorized to distribute funding from the district's allocation to Public Charter Schools.

SECTION 2: Purpose

The purpose of the programs under which Integrated Guidance is issued is to provide Coburg Charter School (the "Grantee") funding to meet student needs and increase academic achievement for students as included in the charter's outcome, strategies, and budget plan that is submitted as part of the Integrated Application for the 25-27 biennium.

SECTION 3: Effective Date and Duration

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") ((the "Effective Date", and, unless terminated earlier in accordance its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date"). The start date is 07/01/2025 and will close on 6/30/2027.

SECTION 4: Grant Managers

A party may designate a new Grant Manager by written notice to the other Party

District's Grant Manager is:

Name & Title: Matt Brown, Director of Financial Services
Address: 200 N. Monroe Street, Eugene, OR 97402
Phone: 541-790-7608
Email: brown_mat@4j.lane.edu

Grantee's Grant Manager is:

Name & Title: David Wallace, Executive Director
Address: 91274 N. Coburg Rd
Phone: 541-344-4113
Email: director@coburgcharter.org

SECTION 5: Project Activities

Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached

hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period"). Programmatic reporting should line up with Oregon Department of Education's requirements of time, narrative and format. This programmatic component comprises quarterly and annual narrative reporting, profess markers, activity profess, journal answer questions and other items.

SECTION 6: Grant Funds and Exchange of Services

Grantee Allocation. In accordance with the terms of the conditions of this Grant, the District shall provide Grantee 100% of the allocation amount attributed to the Grantee and outlined in the Project Activities budget of Exhibit A. District shall pay the Grantee from monies available through its District allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds" may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Exchange of Services. If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the district will provide services from the Business Office as required for purchasing.

SECTION 7: Indirect & Administrative Costs

The district will pass through 100% of the SIA Allocation. The Grantee can use a portion of their allocation to pay for administrative costs up to five percent of the total expenditures.

SECTION 8: Disbursement Generally

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to the district.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses

Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant are subject to satisfaction of each of the following conditions precedent: District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

No default as described in Section 12 has occurred.

Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

A district provided form for reimbursement must be filled out and emailed to the Grants Manager or designee.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the district's written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of American or any other party, organization, or individual.

SECTION 9: Representations and Warranties

Grantee represents and warrants to District that Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder.

The making and performance by Grantee of this Grant (a) have been duly authorized by the Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration which or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained.

This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid, and binding obligation of Grantee enforceable in accordance with its terms.

Grantee is, and throughout the Performance Period will be in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035.

The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 10: Governing Law, Consent to Jurisdiction

This grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principals of conflicts of law. Any claim, action, suit, or proceeding (collectively "Claim") between District or any other agency of department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Lane County for the State of Oregon; provided, however, if a claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court of the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAM JURISDICTION OF SAID COURTS.

SECTION 11: Reporting

The charter will comply with all quarterly, annual, and other reporting requirements for both fiscal and programmatic components as prescribed by Oregon Department of Education.

SECTION 12: Performance Targets

Grantee will identify longitudinal performance growth targets (the "Targets" in accordance and in alignment with the 4J School District. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report or as mutually agreed upon by both Parties.

SECTION 13: Indemnification

Grantee shall defend, save, hold harmless, and indemnify the district and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 14: Default

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events: Grantee fails to perform for reasons within their control, observe or discharge any of its financial accounting or reporting requirements under this Grant and/or Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District will be in default under this Grant if District fails to perform, observe, or discharge any of its covenants, agreements, or obligations under this grant.

SECTION 15: Remedies

In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, € exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16, or in the event District terminates this Grant under Sections 16, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13, Grantee shall promptly pay any excess to District.

SECTION 16: Recovery of Overpayments

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 17: Limitation of Liability

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this grant in accordance with its terms.

SECTION 18: Termination

Mutual. This Grant may be terminated at any time by mutual written consent of the Parties. By District. District may terminate this Grant as follows: Upon 30 days advance written notice to Grantee. Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant; Immediately upon written notice to Grantee, if federal or state laws, rules, regulations, or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source. Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or as otherwise expressly provided in this Grant. By Grantee. Grantee may terminate this Grant as follows: Upon 30 days advance written notice to District; Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or as otherwise expressly provided in this Grant. Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Grantee may continue activities funded at their own discretion. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 19: Insurance

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 20: Nonappropriation

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 21: Amendments

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 22: Notice

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given

by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 23: Severability

The Parties agree that if any term or provision of this Grant 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 will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 24: Counterparts

The Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are no signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 25: Compliance with Law

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state, and local law.

SECTION 26: Intended Beneficiaries

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 27: Time is of the essence

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 28: Merger, Waiver

This grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. Each party, by signature of its authorized representative hereby acknowledges that it has read

this grant, understands it, and agrees to be bound by its terms and conditions.

SECTION 29: Records Maintenance, Municipal Audit, and Access

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and other duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer periods as may be required by applicable law, following termination of this grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is altered.

SECTION 30: Headings

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this grant.

SECTION 31: Grant Documents

This Grant consists of the following documents, which are listed in descending order of precedence; This Grant less all Exhibit A (the "Project").

SECTION 32: Signatures

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

~~EUGENE SCHOOL DISTRICT 4J~~

By: Matthew Brown Date: _____

Printed Name: Matthew brown

~~CHARTER SCHOOL~~

By: [Signature] Date: _____

Printed Name: _____

EXHIBIT A
THE PROJECT – 2025/26/27

SECTION 1 – Charter School Integrated Guidance Plan

The Grantee will develop a two-year (2 year) plan (Biennium Plan) to implement grant activities aligned with the Eugene School District 4J and allowed use of funds. The two-year plan must include a budget, strategies, activities, and performance targets.

SECTION 2 – District Approval

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on Integrated Guidance allocations to each school. Grantee will submit the Project to District prior to receiving the first disbursement of funds. The district will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, District may provide written notice to the Grantee and require Grantee to revise project within fifteen (15) days.

SECTION 3 – Budget and Activities

The Grantee shall develop a budget for the Project aligned to the allowed uses as determined by the Oregon Department of Education. Grantee will align activities with District outcomes and strategies with appropriate budget.

SECTION 4 – Updates and Revisions

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of funds to the district. The district may review the Project to ensure alignment to the allowed uses in Section 9.

SECTION 5 – Accountability

The Grantee shall report how they are continually working towards achieving performance targets and report on targets in the charter school annual report to the school district board.

SECTION 6 – Financial Reporting

The Grantee will report financials no later than forty-five (45) days after each quarter of the fiscal year to the district for disbursements of funding. Reports should be emailed to the Grant Manager noted in Section 4 of the Integrated Guidance Charter School Agreement.

CHARTER SCHOOL FUNDING DOLLARS:

Funding Stream	Eugene SD Fiscal Agent	Pass-through %	Charter & District Indirect % Allowed	Fiscal Year 2026 Funding	Fiscal Year 2027 Funding
SIA	Eugene	100%	District = 0% Charter = 5%	\$186,784.65	\$194,408.51
HSS	N/A	0%	N/A	\$0.00	\$0.00
Early Literacy	N/A	0%	District = 0% Charter = 5%	\$59,148.05	\$61,562.26
EIIS	N/A	0%	N/A	\$651.60	\$651.60
CSI / TSI	N/A	0%	N/A	\$0.00	\$0.00

Outcomes & Strategies

	Early Literacy
Strategy EL1	Increase focused instruction through small group tutoring and general classroom support, focused on literacy
Strategy EL2	Provide 1-1 tutoring and literacy intervention to students struggling to perform at grade level

Outcome A	Timely Communication & Meaningful Community Engagement
Strategy A1	Create and employ a dedicated staff member to develop community partnerships and provide materials and supplies to facilitate community outreach and student learning events coordinated in the community and bringing the community into the school.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B3	SIA: Provide 1-1 tutoring and interventions to students struggling to perform at grade level in both Math and ELA through a robust RTI program
B4	SIA: Provide instructional coaching to staff to improve teaching and learning

B5	SIA: Utilize a teacher at Large and TAG Coordinator to improve differentiation in the classrooms and provide consistent instruction through the decrease of learning loss due to teacher absences
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Outcome C	Safety and well-being for all students and staff
C1	Provide consistent school counseling services, office supports and in class instruction to students so as to increase their social/emotional skills, learning and resilience
C2	Provide nursing services, expertise, and staff training to ensure the safety and wellbeing of our students most in need of support, and the daily welfare of all our students.

**Eugene 4J School District Integrated Guidance Agreement with Public Charter School
Biennium 2025-2027**

SECTION 1: Authority

Pursuant to the Integrated Guidance from Oregon Department of Education. Eugene School District 4J is authorized to distribute funding from the district's allocation to Public Charter Schools.

SECTION 2: Purpose

The purpose of the programs under which Integrated Guidance is issued is to provide Ridgeline Charter School (the "Grantee") funding to meet student needs and increase academic achievement for students as included in the charter's outcome, strategies, and budget plan that is submitted as part of the Integrated Application for the 25-27 biennium.

SECTION 3: Effective Date and Duration

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") ((the "Effective Date", and, unless terminated earlier in accordance its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date"). The start date is 07/01/2025 and will close on 6/30/2027.

SECTION 4: Grant Managers

A party may designate a new Grant Manager by written notice to the other Party

District's Grant Manager is:

Name & Title: Matt Brown, Director of Financial Services
Address: 200 N. Monroe Street, Eugene, OR 97402
Phone: 541-790-7608
Email: brown_mat@4j.lane.edu

Grantee's Grant Manager is:

Name & Title: Chrystell Reed, Executive Director
Address: 4500 West Amazon Drive
Phone: 541-681-9662
Email: chrystell.reed@ridgeline.org

SECTION 5: Project Activities

Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached

hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period"). Programmatic reporting should line up with Oregon Department of Education's requirements of time, narrative and format. This programmatic component comprises quarterly and annual narrative reporting, profess markers, activity profess, journal answer questions and other items.

SECTION 6: Grant Funds and Exchange of Services

Grantee Allocation. In accordance with the terms of the conditions of this Grant, the District shall provide Grantee 100% of the allocation amount attributed to the Grantee and outlined in the Project Activities budget of Exhibit A. District shall pay the Grantee from monies available through its District allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds" may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Exchange of Services. If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the district will provide services from the Business Office as required for purchasing.

SECTION 7: Indirect & Administrative Costs

The district will pass through 100% of the SIA Allocation. The Grantee can use a portion of their allocation to pay for administrative costs up to five percent of the total expenditures.

SECTION 8: Disbursement Generally

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to the district.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses

Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant are subject to satisfaction of each of the following conditions precedent: District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

No default as described in Section 12 has occurred.

Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

A district provided form for reimbursement must be filled out and emailed to the Grants Manager or designee.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant (“Misexpended Funds”) or that remain unexpended on the earlier of termination or expiration of this Grant (“Unexpended Funds”) must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District’s written demand but in any event no later than 30 days after the district’s written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of American or any other party, organization, or individual.

SECTION 9: Representations and Warranties

Grantee represents and warrants to District that Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder.

The making and performance by Grantee of this Grant (a) have been duly authorized by the Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee’s Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration which or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained.

This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid, and binding obligation of Grantee enforceable in accordance with its terms.

Grantee is, and throughout the Performance Period will be in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035.

The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 10: Governing Law, Consent to Jurisdiction

This grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principals of conflicts of law. Any claim, action, suit, or proceeding (collectively "Claim") between District or any other agency of department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Lane County for the State of Oregon; provided, however, if a claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court of the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAM JURISDICTION OF SAID COURTS.

SECTION 11: Reporting

The charter will comply with all quarterly, annual, and other reporting requirements for both fiscal and programmatic components as prescribed by Oregon Department of Education.

SECTION 12: Performance Targets

Grantee will identify longitudinal performance growth targets (the "Targets" in accordance and in alignment with the 4J School District. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report or as mutually agreed upon by both Parties.

SECTION 13: Indemnification

Grantee shall defend, save, hold harmless, and indemnify the district and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 14: Default

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events: Grantee fails to perform for reasons within their control, observe or discharge any of its financial accounting or reporting requirements under this Grant and/or Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District will be in default under this Grant if District fails to perform, observe, or discharge any of its covenants, agreements, or obligations under this grant.

SECTION 15: Remedies

In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, € exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16, or in the event District terminates this Grant under Sections 16, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13, Grantee shall promptly pay any excess to District.

SECTION 16: Recovery of Overpayments

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 17: Limitation of Liability

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this grant in accordance with its terms.

SECTION 18: Termination

Mutual. This Grant may be terminated at any time by mutual written consent of the Parties. By District. District may terminate this Grant as follows: Upon 30 days advance written notice to Grantee. Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant; Immediately upon written notice to Grantee, if federal or state laws, rules, regulations, or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source. Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or as otherwise expressly provided in this Grant. By Grantee. Grantee may terminate this Grant as follows: Upon 30 days advance written notice to District; Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or as otherwise expressly provided in this Grant. Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Grantee may continue activities funded at their own discretion. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

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Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

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Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given

by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 23: Severability

The Parties agree that if any term or provision of this Grant 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 will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 24: Counterparts

The Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are no signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 25: Compliance with Law

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state, and local law.

SECTION 26: Intended Beneficiaries

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 27: Time is of the essence

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 28: Merger, Waiver

This grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. Each party, by signature of its authorized representative hereby acknowledges that it has read

this grant, understands it, and agrees to be bound by its terms and conditions.

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Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and other duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer periods as may be required by applicable law, following termination of this grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is altered.

SECTION 30: Headings

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this grant.

SECTION 31: Grant Documents

This Grant consists of the following documents, which are listed in descending order of precedence; This Grant less all Exhibit A (the "Project").

SECTION 32: Signatures

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

EUGENE SCHOOL DISTRICT 4J

By: Matthew Brown Date: 02/25/2025

Printed Name: Matthew Brown

CHARTER SCHOOL

By: Chrystell Reed Date: 02/26/2025

Printed Name: Chrystell Reed 177

EXHIBIT A
THE PROJECT – 2025/26/27

SECTION 1 – Charter School Integrated Guidance Plan

The Grantee will develop a two-year (2 year) plan (Biennium Plan) to implement grant activities aligned with the Eugene School District 4J and allowed use of funds. The two-year plan must include a budget, strategies, activities, and performance targets.

SECTION 2 – District Approval

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on Integrated Guidance allocations to each school. Grantee will submit the Project to District prior to receiving the first disbursement of funds. The district will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, District may provide written notice to the Grantee and require Grantee to revise project within fifteen (15) days.

SECTION 3 – Budget and Activities

The Grantee shall develop a budget for the Project aligned to the allowed uses as determined by the Oregon Department of Education. Grantee will align activities with District outcomes and strategies with appropriate budget.

SECTION 4 – Updates and Revisions

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of funds to the district. The district may review the Project to ensure alignment to the allowed uses in Section 9.

SECTION 5 – Accountability

The Grantee shall report how they are continually working towards achieving performance targets and report on targets in the charter school annual report to the school district board.

SECTION 6 – Financial Reporting

The Grantee will report financials no later than forty-five (45) days after each quarter of the fiscal year to the district for disbursements of funding. Reports should be emailed to the Grant Manager noted in Section 4 of the Integrated Guidance Charter School Agreement.

CHARTER SCHOOL FUNDING DOLLARS:

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EIIS	N/A	0%	District = 0% Charter = 0%	\$745.29	\$745.29
CSI / TSI	N/A	0%	N/A	\$0.00	\$0.00

	Early Literacy
Strategy EL1	K-3 Grade Literacy Instruction

Outcome A	Timely Communication & Meaningful Community Engagement
A1	Staff will use tools that will help with alignment, transparency, and accountability in order to track and communicate about student growth.
A2	Community and focal group outreach and education to promote inclusion and transparency

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B1	Support and continuously improve equitable and culturally responsive classroom practices and instruction initiatives.
B2	Continue to provide Tier II and III services at the indicated need while enhancing systems for tracking and progress monitoring.
B3	Using data to identify early warning signs and provide targeted interventions to support students' holistic development.

Outcome C	Safety and well-being for all students and staff
C1	MTSS (Grace and Courtesy) implementation and effectiveness school-wide

C2	Integrated prevention and sustainable mental health model
C3	Increase school access and safety through facility improvements that promote inclusivity, independence, and whole-child development.

**Eugene 4J School District Integrated Guidance Agreement with Public Charter School
Biennium 2025-2027**

SECTION 1: Authority

Pursuant to the Integrated Guidance from Oregon Department of Education. Eugene School District 4J is authorized to distribute funding from the district's allocation to Public Charter Schools.

SECTION 2: Purpose

The purpose of the programs under which Integrated Guidance is issued is to provide Village Charter School (the "Grantee") funding to meet student needs and increase academic achievement for students as included in the charter's outcome, strategies, and budget plan that is submitted as part of the Integrated Application for the 25-27 biennium.

SECTION 3: Effective Date and Duration

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") ((the "Effective Date", and, unless terminated earlier in accordance its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date"). The start date is 07/01/2025 and will close on 6/30/2027.

SECTION 4: Grant Managers

A party may designate a new Grant Manager by written notice to the other Party

District's Grant Manager is:

Name & Title: Matt Brown, Director of Financial Services
Address: 200 N. Monroe Street, Eugene, OR 97402
Phone: 541-790-7608
Email: brown_mat@4j.lane.edu

Grantee's Grant Manager is:

Name & Title: Andy Pears, Executive Director
Address: 3411 Willamette St.
Phone: 541-345-7285
Email: apeara@eugenevillageschool.org

SECTION 5: Project Activities

Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached

hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”). Programmatic reporting should line up with Oregon Department of Education’s requirements of time, narrative and format. This programmatic component comprises quarterly and annual narrative reporting, profess markers, activity profess, journal answer questions and other items.

SECTION 6: Grant Funds and Exchange of Services

Grantee Allocation. In accordance with the terms of the conditions of this Grant, the District shall provide Grantee 100% of the allocation amount attributed to the Grantee and outlined in the Project Activities budget of Exhibit A. District shall pay the Grantee from monies available through its District allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds” may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Exchange of Services. If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the district will provide services from the Business Office as required for purchasing.

SECTION 7: Indirect & Administrative Costs

The district will pass through 100% of the SIA Allocation. The Grantee can use a portion of their allocation to pay for administrative costs up to five percent of the total expenditures.

SECTION 8: Disbursement Generally

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to the district.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses

Conditions Precedent to Disbursement. District’s obligation to disburse Grant Funds to Grantee under this Grant are subject to satisfaction of each of the following conditions precedent: District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

No default as described in Section 12 has occurred.

Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

A district provided form for reimbursement must be filled out and emailed to the Grants Manager or designee.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant (“Misexpended Funds”) or that remain unexpended on the earlier of termination or expiration of this Grant (“Unexpended Funds”) must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District’s written demand but in any event no later than 30 days after the district’s written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of American or any other party, organization, or individual.

SECTION 9: Representations and Warranties

Grantee represents and warrants to District that Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder.

The making and performance by Grantee of this Grant (a) have been duly authorized by the Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee’s Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration which or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained.

This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid, and binding obligation of Grantee enforceable in accordance with its terms.

Grantee is, and throughout the Performance Period will be in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035.

The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 10: Governing Law, Consent to Jurisdiction

This grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principals of conflicts of law. Any claim, action, suit, or proceeding (collectively "Claim") between District or any other agency of department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Lane County for the State of Oregon; provided, however, if a claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court of the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAM JURISDICTION OF SAID COURTS.

SECTION 11: Reporting

The charter will comply with all quarterly, annual, and other reporting requirements for both fiscal and programmatic components as prescribed by Oregon Department of Education.

SECTION 12: Performance Targets

Grantee will identify longitudinal performance growth targets (the "Targets" in accordance and in alignment with the 4J School District. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report or as mutually agreed upon by both Parties.

SECTION 13: Indemnification

Grantee shall defend, save, hold harmless, and indemnify the district and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 14: Default

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events: Grantee fails to perform for reasons within their control, observe or discharge any of its financial accounting or reporting requirements under this Grant and/or Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District will be in default under this Grant if District fails to perform, observe, or discharge any of its covenants, agreements, or obligations under this grant.

SECTION 15: Remedies

In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, € exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16, or in the event District terminates this Grant under Sections 16, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13, Grantee shall promptly pay any excess to District.

SECTION 16: Recovery of Overpayments

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 17: Limitation of Liability

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this grant in accordance with its terms.

SECTION 18: Termination

Mutual. This Grant may be terminated at any time by mutual written consent of the Parties. By District. District may terminate this Grant as follows: Upon 30 days advance written notice to Grantee. Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant; Immediately upon written notice to Grantee, if federal or state laws, rules, regulations, or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source. Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or as otherwise expressly provided in this Grant. By Grantee. Grantee may terminate this Grant as follows: Upon 30 days advance written notice to District; Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or as otherwise expressly provided in this Grant. Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Grantee may continue activities funded at their own discretion. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 19: Insurance

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 20: Nonappropriation

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 21: Amendments

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 22: Notice

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given

by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 23: Severability

The Parties agree that if any term or provision of this Grant 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 will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 24: Counterparts

The Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are no signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 25: Compliance with Law

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state, and local law.

SECTION 26: Intended Beneficiaries

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 27: Time is of the essence

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 28: Merger, Waiver

This grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. Each party, by signature of its authorized representative hereby acknowledges that it has read

this grant, understands it, and agrees to be bound by its terms and conditions.

SECTION 29: Records Maintenance, Municipal Audit, and Access

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and other duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer periods as may be required by applicable law, following termination of this grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is altered.

SECTION 30: Headings

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this grant.

SECTION 31: Grant Documents

This Grant consists of the following documents, which are listed in descending order of precedence; This Grant less all Exhibit A (the "Project").

SECTION 32: Signatures

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

EUGENE SCHOOL DISTRICT 4J

By: Matthew Brown Date: 02/25/2025

Printed Name: Matthew Brown

CHARTER SCHOOL

By: Andy Peara Date: 02/25/2025
Andy Peara (Feb 25, 2025 23:13 PST)

Printed Name: Andy Peara

EXHIBIT A
THE PROJECT – 2025/26/27

SECTION 1 – Charter School Integrated Guidance Plan

The Grantee will develop a two-year (2 year) plan (Biennium Plan) to implement grant activities aligned with the Eugene School District 4J and allowed use of funds. The two-year plan must include a budget, strategies, activities, and performance targets.

SECTION 2 – District Approval

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on Integrated Guidance allocations to each school. Grantee will submit the Project to District prior to receiving the first disbursement of funds. The district will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, District may provide written notice to the Grantee and require Grantee to revise project within fifteen (15) days.

SECTION 3 – Budget and Activities

The Grantee shall develop a budget for the Project aligned to the allowed uses as determined by the Oregon Department of Education. Grantee will align activities with District outcomes and strategies with appropriate budget.

SECTION 4 – Updates and Revisions

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of funds to the district. The district may review the Project to ensure alignment to the allowed uses in Section 9.

SECTION 5 – Accountability

The Grantee shall report how they are continually working towards achieving performance targets and report on targets in the charter school annual report to the school district board.

SECTION 6 – Financial Reporting

The Grantee will report financials no later than forty-five (45) days after each quarter of the fiscal year to the district for disbursements of funding. Reports should be emailed to the Grant Manager noted in Section 4 of the Integrated Guidance Charter School Agreement.

CHARTER SCHOOL FUNDING DOLLARS:

Funding Stream	Eugene SD Fiscal Agent	Pass-through %	Charter & District Indirect % Allowed	Fiscal Year 2026 Funding	Fiscal Year 2027 Funding
SIA	Eugene	100%	District = 0% Charter = 5%	191,940.82	199,775.14
HSS	N/A	0%	N/A	\$0.00	\$0.00
Early Literacy	N/A	0%	District = 0% Charter = 5%	\$59,148.05	\$61,562.26
EIIS	Eugene	100%	District = 0% Charter = 0%	\$668.13	\$668.13
CSI / TSI	N/A	0%	N/A	\$0.00	\$0.00

Outcomes & Strategies

	Early Literacy
Strategy EL1	Use arts-integrated, holistic methods from Waldorf-inspired tradition (storytelling, arts-inspired word & letter recognition, writers workshop, Author’s night, annual play), Reading buddies [grade 8 reads to grade 1, grade 7 reads to grade 3, and grade 6 reads to grade 2]
Strategy EL2	Small reading group for grades 1-3 conducted 4-5 times per week, including tier 2 and tier 3 interventions with Title Staff.

Outcome A	Timely Communication & Meaningful Community Engagement
	Provide professional development to all staff and parents in the areas of equitable and culturally responsive teaching, support for students with neurodivergence, communication, classroom management, and sensory integration.
	Improve inclusiveness of curriculum & book selections for individual grades and library.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
	Ensure instructional support for tier 2 and tier 3 learners through improved curriculum, instructional minutes, and tools.

	Support purchases to update computer and testing-related equipment
	Provide professional development to all staff in the areas of best practices for teaching literacy and mathematics to students with a focus on elementary grades.
	Provide staffing, supplies, curriculum, and equipment for free, after-school enrichment programming for grades 1-8 throughout the school year.

Outcome C	Safety and well-being for all students and staff
	Staff a full-time counselor and contract with a sensory integration specialist for trainings and interventions.
	Contract with nursing staff to improve oversight, delivery, training, and monitoring of nurse-related services
	Conduct trainings led by Counselor, Nurse, and / or Sensory Integration Specialist. Send counselor to trainings
	Provide professional development to all staff in the areas of equitable and culturally responsive behavioral and mental health support, sensory integration and accommodations for students

**Eugene 4J School District Integrated Guidance Agreement with Public Charter School
Biennium 2025-2027**

SECTION 1: Authority

Pursuant to the Integrated Guidance from Oregon Department of Education. Eugene School District 4J is authorized to distribute funding from the district's allocation to Public Charter Schools.

SECTION 2: Purpose

The purpose of the programs under which Integrated Guidance is issued is to provide Network Charter School (the "Grantee") funding to meet student needs and increase academic achievement for students as included in the charter's outcome, strategies, and budget plan that is submitted as part of the Integrated Application for the 25-27 biennium.

SECTION 3: Effective Date and Duration

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") ((the "Effective Date", and, unless terminated earlier in accordance its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date"). The start date is 07/01/2025 and will close on 6/30/2027.

SECTION 4: Grant Managers

A party may designate a new Grant Manager by written notice to the other Party

District's Grant Manager is:

Name & Title: Matt Brown, Director of Financial Services
Address: 200 N. Monroe Street, Eugene, OR 97402
Phone: 541-790-7608
Email: brown_mat@4j.lane.edu

Grantee's Grant Manager is:

Name & Title: Penny Studt
Address: 2550 Portland St. Eugene OR 97405
Phone: 541-344-1229
Email: penny@networkcharterschool.net

SECTION 5: Project Activities

Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached

hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period"). Programmatic reporting should line up with Oregon Department of Education's requirements of time, narrative and format. This programmatic component comprises quarterly and annual narrative reporting, profess markers, activity profess, journal answer questions and other items.

SECTION 6: Grant Funds and Exchange of Services

Grantee Allocation. In accordance with the terms of the conditions of this Grant, the District shall provide Grantee 100% of the allocation amount attributed to the Grantee and outlined in the Project Activities budget of Exhibit A. District shall pay the Grantee from monies available through its District allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds" may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Exchange of Services. If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the district will provide services from the Business Office as required for purchasing.

SECTION 7: Indirect & Administrative Costs

The district will pass through 100% of the SIA Allocation. The Grantee can use a portion of their allocation to pay for administrative costs up to five percent of the total expenditures.

SECTION 8: Disbursement Generally

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to the district.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses

Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant are subject to satisfaction of each of the following conditions precedent: District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

No default as described in Section 12 has occurred.

Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

A district provided form for reimbursement must be filled out and emailed to the Grants Manager or designee.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant (“Misexpended Funds”) or that remain unexpended on the earlier of termination or expiration of this Grant (“Unexpended Funds”) must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District’s written demand but in any event no later than 30 days after the district’s written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of American or any other party, organization, or individual.

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Grantee represents and warrants to District that Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder.

The making and performance by Grantee of this Grant (a) have been duly authorized by the Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee’s Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration which or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained.

This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid, and binding obligation of Grantee enforceable in accordance with its terms.

Grantee is, and throughout the Performance Period will be in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035.

The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 10: Governing Law, Consent to Jurisdiction

This grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principals of conflicts of law. Any claim, action, suit, or proceeding (collectively "Claim") between District or any other agency of department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Lane County for the State of Oregon; provided, however, if a claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court of the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAM JURISDICTION OF SAID COURTS.

SECTION 11: Reporting

The charter will comply with all quarterly, annual, and other reporting requirements for both fiscal and programmatic components as prescribed by Oregon Department of Education.

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Grantee will identify longitudinal performance growth targets (the "Targets" in accordance and in alignment with the 4J School District. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report or as mutually agreed upon by both Parties.

SECTION 13: Indemnification

Grantee shall defend, save, hold harmless, and indemnify the district and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 14: Default

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events: Grantee fails to perform for reasons within their control, observe or discharge any of its financial accounting or reporting requirements under this Grant and/or Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District will be in default under this Grant if District fails to perform, observe, or discharge any of its covenants, agreements, or obligations under this grant.

SECTION 15: Remedies

In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, € exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16, or in the event District terminates this Grant under Sections 16, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13, Grantee shall promptly pay any excess to District.

SECTION 16: Recovery of Overpayments

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 17: Limitation of Liability

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this grant in accordance with its terms.

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SECTION 19: Insurance

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 20: Nonappropriation

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 21: Amendments

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 22: Notice

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given

by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 23: Severability

The Parties agree that if any term or provision of this Grant 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 will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 24: Counterparts

The Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are no signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 25: Compliance with Law

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state, and local law.

SECTION 26: Intended Beneficiaries

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 27: Time is of the essence

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 28: Merger, Waiver

This grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. Each party, by signature of its authorized representative hereby acknowledges that it has read

this grant, understands it, and agrees to be bound by its terms and conditions.

SECTION 29: Records Maintenance, Municipal Audit, and Access

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and other duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer periods as may be required by applicable law, following termination of this grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is altered.

SECTION 30: Headings

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this grant.

SECTION 31: Grant Documents

This Grant consists of the following documents, which are listed in descending order of precedence; This Grant less all Exhibit A (the "Project").

SECTION 32: Signatures

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

EUGENE SCHOOL DISTRICT 4J

By: *Matthew Brown* Date: 02/25/2025

Printed Name: Matthew Brown

CHARTER SCHOOL

By: *Penny Studt* Date: 02/25/2025

Printed Name: Penny Studt

EXHIBIT A
THE PROJECT – 2025/26/27

SECTION 1 – Charter School Integrated Guidance Plan

The Grantee will develop a two-year (2 year) plan (Biennium Plan) to implement grant activities aligned with the Eugene School District 4J and allowed use of funds. The two-year plan must include a budget, strategies, activities, and performance targets.

SECTION 2 – District Approval

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on Integrated Guidance allocations to each school. Grantee will submit the Project to District prior to receiving the first disbursement of funds. The district will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, District may provide written notice to the Grantee and require Grantee to revise project within fifteen (15) days.

SECTION 3 – Budget and Activities

The Grantee shall develop a budget for the Project aligned to the allowed uses as determined by the Oregon Department of Education. Grantee will align activities with District outcomes and strategies with appropriate budget.

SECTION 4 – Updates and Revisions

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of funds to the district. The district may review the Project to ensure alignment to the allowed uses in Section 9.

SECTION 5 – Accountability

The Grantee shall report how they are continually working towards achieving performance targets and report on targets in the charter school annual report to the school district board.

SECTION 6 – Financial Reporting

The Grantee will report financials no later than forty-five (45) days after each quarter of the fiscal year to the district for disbursements of funding. Reports should be emailed to the Grant Manager noted in Section 4 of the Integrated Guidance Charter School Agreement.

CHARTER SCHOOL FUNDING DOLLARS:

Funding Stream	Eugene SD Fiscal Agent	Pass-through %	Charter & District Indirect % Allowed	Fiscal Year 2026 Funding	Fiscal Year 2027 Funding
SIA	Eugene	100%	District = 0% Charter = 5%	\$97,331.85	\$101,304.58
HSS	N/A	0%	District = 0% Charter = 4%	\$95,473.57	\$99,370.45
Early Literacy	N/A	0%	N/A	N/A	N/A
EIIS	N/A	0%	District = 0% Charter = 0%	\$339.54	\$339.54
CSI / TSI	Eugene	100%	District = 0% Charter = 0%	\$0.00	\$0.00

Outcomes & Strategies

Outcome A	Timely Communication & Meaningful Community Engagement
A1	Evaluate and increase current modes/medias utilized for communication (relevant, current and user friendly)
A2	Support and increase whole-community engagement opportunities; explore positive community building options and other resources to support community engagement and collaboration.
A3	Identify barriers preventing positive trends in student attendance; develop and implement solution-based interventions and supports to increase positive attendance trends.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
B1	Continue to develop and increase options for Post-Secondary transitioning and opportunities
B2	Identify and support curriculum resources and pedagogical approaches that increase student engagement and academic success in content areas
B3	Increase access to professional development, coaching, training and technical

	assistance opportunities for teachers, administrators, and school communities to strengthen educator proficiency across core content areas and effective classroom management techniques.
B4	Develop and support programs and process that help to proactively address barriers commonly associated with credit deficiencies and attendance concerns that impact student pathways towards timely graduation

Outcome C	Safety and well-being for all students and staff
C1	Collaborate across health, education, county, coordinated care organizations, community and traditional health workers, peer support specialists, and community partners to support and expand access to mental health supports and interventions in and outside of school.
C2	Increase student and family support resources that address the foundational tier of Maslow's hierarchy of needs
C3	Evaluate the safety and effectiveness of current school facilities and related structures and concentrate improvement efforts to provide spaces that are safe, up-to-date, universal in design and appropriate for the student population we serve.

**Eugene 4J School District Integrated Guidance Agreement with Public Charter School
Biennium 2025-2027**

SECTION 1: Authority

Pursuant to the Integrated Guidance from Oregon Department of Education. Eugene School District 4J is authorized to distribute funding from the district's allocation to Public Charter Schools.

SECTION 2: Purpose

The purpose of the programs under which Integrated Guidance is issued is to provide Twin Rivers Charter School (the "Grantee") funding to meet student needs and increase academic achievement for students as included in the charter's outcome, strategies, and budget plan that is submitted as part of the Integrated Application for the 25-27 biennium.

SECTION 3: Effective Date and Duration

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") ((the "Effective Date", and, unless terminated earlier in accordance its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date"). The start date is 07/01/2025 and will close on 6/30/2027.

SECTION 4: Grant Managers

A party may designate a new Grant Manager by written notice to the other Party

District's Grant Manager is:

Name & Title: Matt Brown, Director of Financial Services
Address: 200 N. Monroe Street, Eugene, OR 97402
Phone: 541-790-7608
Email: brown_mat@4j.lane.edu

Grantee's Grant Manager is:

Name & Title: Kristin Humphrey
Address: 2621 Augusta St. Eugene OR 97403
Phone: 541-654-4716
Email: kristin Humphrey@twinriverscharter.org

SECTION 5: Project Activities

Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached

hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period"). Programmatic reporting should line up with Oregon Department of Education's requirements of time, narrative and format. This programmatic component comprises quarterly and annual narrative reporting, profess markers, activity profess, journal answer questions and other items.

SECTION 6: Grant Funds and Exchange of Services

Grantee Allocation. In accordance with the terms of the conditions of this Grant, the District shall provide Grantee 100% of the allocation amount attributed to the Grantee and outlined in the Project Activities budget of Exhibit A. District shall pay the Grantee from monies available through its District allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds" may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Exchange of Services. If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the district will provide services from the Business Office as required for purchasing.

SECTION 7: Indirect & Administrative Costs

The district will pass through 100% of the SIA Allocation. The Grantee can use a portion of their allocation to pay for administrative costs up to five percent of the total expenditures.

SECTION 8: Disbursement Generally

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to the district.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses

Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant are subject to satisfaction of each of the following conditions precedent: District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

No default as described in Section 12 has occurred.

Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

A district provided form for reimbursement must be filled out and emailed to the Grants Manager or designee.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant (“Misexpended Funds”) or that remain unexpended on the earlier of termination or expiration of this Grant (“Unexpended Funds”) must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District’s written demand but in any event no later than 30 days after the district’s written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of American or any other party, organization, or individual.

SECTION 9: Representations and Warranties

Grantee represents and warrants to District that Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder.

The making and performance by Grantee of this Grant (a) have been duly authorized by the Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee’s Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration which or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained.

This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid, and binding obligation of Grantee enforceable in accordance with its terms.

Grantee is, and throughout the Performance Period will be in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035.

The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 10: Governing Law, Consent to Jurisdiction

This grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principals of conflicts of law. Any claim, action, suit, or proceeding (collectively "Claim") between District or any other agency of department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Lane County for the State of Oregon; provided, however, if a claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court of the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAM JURISDICTION OF SAID COURTS.

SECTION 11: Reporting

The charter will comply with all quarterly, annual, and other reporting requirements for both fiscal and programmatic components as prescribed by Oregon Department of Education.

SECTION 12: Performance Targets

Grantee will identify longitudinal performance growth targets (the "Targets" in accordance and in alignment with the 4J School District. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report or as mutually agreed upon by both Parties.

SECTION 13: Indemnification

Grantee shall defend, save, hold harmless, and indemnify the district and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 14: Default

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events: Grantee fails to perform for reasons within their control, observe or discharge any of its financial accounting or reporting requirements under this Grant and/or Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District will be in default under this Grant if District fails to perform, observe, or discharge any of its covenants, agreements, or obligations under this grant.

SECTION 15: Remedies

In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, € exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16, or in the event District terminates this Grant under Sections 16, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13, Grantee shall promptly pay any excess to District.

SECTION 16: Recovery of Overpayments

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 17: Limitation of Liability

Except for liability arising under or related to Section 11, neither party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the liability claim is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this grant in accordance with its terms.

SECTION 18: Termination

Mutual. This Grant may be terminated at any time by mutual written consent of the Parties. By District. District may terminate this Grant as follows: Upon 30 days advance written notice to Grantee. Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant; Immediately upon written notice to Grantee, if federal or state laws, rules, regulations, or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source. Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or as otherwise expressly provided in this Grant. By Grantee. Grantee may terminate this Grant as follows: Upon 30 days advance written notice to District; Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or as otherwise expressly provided in this Grant. Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Grantee may continue activities funded at their own discretion. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 19: Insurance

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 20: Nonappropriation

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 21: Amendments

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 22: Notice

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given

by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

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Time is of the essence in Grantee's performance of the Project activities under this Grant.

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This grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. Each party, by signature of its authorized representative hereby acknowledges that it has read

this grant, understands it, and agrees to be bound by its terms and conditions.

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Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and other duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer periods as may be required by applicable law, following termination of this grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is altered.

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This Grant consists of the following documents, which are listed in descending order of precedence; This Grant less all Exhibit A (the "Project").

SECTION 32: Signatures

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

EUGENE SCHOOL DISTRICT 4J

By: Matthew Brown Date: 02/25/2025

Printed Name: Matthew Brown

CHARTER SCHOOL

By: Kristin Humphrey Date: 02/25/2025

Printed Name: Kristin Humphrey

EXHIBIT A
THE PROJECT – 2025/26/27

SECTION 1 – Charter School Integrated Guidance Plan

The Grantee will develop a two-year (2 year) plan (Biennium Plan) to implement grant activities aligned with the Eugene School District 4J and allowed use of funds. The two-year plan must include a budget, strategies, activities, and performance targets.

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The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on Integrated Guidance allocations to each school. Grantee will submit the Project to District prior to receiving the first disbursement of funds. The district will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, District may provide written notice to the Grantee and require Grantee to revise project within fifteen (15) days.

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The Grantee shall develop a budget for the Project aligned to the allowed uses as determined by the Oregon Department of Education. Grantee will align activities with District outcomes and strategies with appropriate budget.

SECTION 4 – Updates and Revisions

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of funds to the district. The district may review the Project to ensure alignment to the allowed uses in Section 9.

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The Grantee shall report how they are continually working towards achieving performance targets and report on targets in the charter school annual report to the school district board.

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The Grantee will report financials no later than forty-five (45) days after each quarter of the fiscal year to the district for disbursements of funding. Reports should be emailed to the Grant Manager noted in Section 4 of the Integrated Guidance Charter School Agreement.

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Early Literacy	N/A	0%	N/A	\$0.00	\$0.00
EIIS	N/A	0%	N/A	\$171.39	\$171.39
CSI / TSI	Eugene	100%	District = 0% Charter = 0%	\$30,413.45	\$0.00

Outcomes & Strategies

Outcome A	Timely Communication & Meaningful Community Engagement
	Five family meetings are scheduled throughout the school year to gain input from families and to communicate upcoming events
	Twin Rivers will host a fundraising event on April 25th 2024 based on conservation efforts to include students, families, school alumni, and staff.
	Twin Rivers will host 4 end of quarter Expos to allow students to present their projects to family members and members of the community. Dinner is provided by our culinary teacher and culinary students.

Outcome B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities
	Provide trainings to staff to provide culturally responsive instruction
	Utilize need based grant funds to supply necessary items to underserved students and families
	Embed universal design instruction to all core content classes

Outcome C	Safety and well-being for all students and staff
	Provide in school counseling services to students from HOOTs and a

	contracted counselor
	Provide a 16 hour Wilderness First Aid training to staff. Other trainings include CPR, narcan, driver training and food handlers training
	Conduct weekly full staff SST meetings addressing both behavior and academics on each identified student.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

March 5, 2025

Title

Consider for Approval Revisions to Policy CCG – Evaluation of Administrators

Presenter

Larry Williams, Assistant Superintendent of Instruction and Access

Background:

The time invested in providing meaningful feedback in the assessment of district administrators in the performance, and the progress made in meeting the goals specified by the board and the superintendent, is critical to the success of the district.

District Administrators will be formally evaluated on their job performance at least once each year. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, and to improve the instructional program and management of the district's schools and departments.

Summary:

The proposed policy language provides the superintendent or designee with the opportunity to notify the administrator in writing of specific areas to be celebrated or to be remedied.

The revised policy language is a recommendation from the Oregon School Board (OSBA) attorneys. Policy CCG – Evaluation of Administrators was last updated in 2017.

Code:	CCG
Adopted:	08/02/17
Revised/Readopted:	XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to Policy CCG – Evaluation of Administrators. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation: The superintendent recommends the Board approve revisions to Policy CCG – Evaluation of Administrators.

Eugene School District 4J

Code: CCG
Adopted: 8/02/17; XX/XX/XX
Orig. Code(s): CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for ~~administrators~~ ~~administrative personnel~~. The purpose of administrator evaluations is to assist an administrator with developing and strengthening ~~their~~ professional abilities, ~~and~~ to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly at least once each school year.~~

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a ~~qualified, licensed~~ designee;
3. Evaluations will be in writing and discussed with the administrator by the person who ~~conducts~~ ~~makes~~ the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall ~~use the following~~ ~~be customized, based on collaborative efforts and include the~~ educational leadership-administrator standards¹ adopted by the State Board of Education. ~~The adopted standards include:~~

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators; ~~and~~
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; ~~and~~ -
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 332.505](#)
[ORS 342.120](#)

[ORS 342.815](#)
[ORS 342.850](#)
[ORS 342.856](#)
[OAR 581-022-2405](#)

[OAR 581-022-2410](#)
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).