

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, November 4, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via **Zoom Webinar at: <https://4j-lane-edu.zoom.us/j/95182566139> Webinar ID: 951 8256 6139**
A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

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

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

Requests to provide public comment must be submitted **no later than 5:00 p.m. on the Monday before the meeting.**

6:00 PM

Regular Board Meeting

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Agenda Approval
- IV. Board Chair Welcome
- V. Introduction of Guests and Superintendent's Report
 - **Mary Riggs**, Teacher of the Year award from The American Legion and 40 and 8, both Veteran groups.
 - **Michelle Dunn**, Recipient of the Oregon SHAPE Adapted Physical Education Teacher of the Year Award
- VI. Receive Reports from High School Student Representatives
- VII. Hearing of the Public
- VIII. Comments by Employee Groups
- IX. **Consent Group - Items for Action**
 1. Approve the DRAFT Board Meeting Minutes for: 3
 - October 21, 2026 – Board Work Session
 2. Approve Routine Personnel Actions 16
 - Presenter: Brooke Wagner, Assistant Superintendent
- X. **Items for Information**
 1. Receive Monthly Financial Report 18
 - Presenter: Bob Blyth, Interim Director of Financial Services
- XI. **Items for Action**
 1. Approve Revisions to Policy CBG – Evaluation of the Superintendent 23
 - Presenter: Christine Nesbit, General Counsel
 2. Approve Revisions to Policy DBEA – Budget Committee 26
 - Presenter: Christine Nesbit, General Counsel
 3. Approve Revisions to Policy GBA – Equal Employment Opportunity 29

Presenter:
Christine Nesbit, General Counsel

XII.	Items for Action at a Future Meeting	
1.	Coburg Community Charter School Charter Contract Renewal	32
	Presenters: Casandra Kamens, Curriculum Administrator, Charter School Liaison Brooke Wagner, Assistant Superintendent	
2.	Consider for Approval revisions to Policy BDD – Board Meeting Procedures	123
	Presenter: Carmen Xiomara Urbina, Chief of Staff	
3.	Consider for Approval Revisions to Policy BDDG – Recording and Minutes of Board Meetings	126
	Presenter: Christine Nesbit, General Counsel	
4.	Consider for Approval Revisions to Policy CEA – Educational Equity Advisory Committee	132
	Presenter: Christine Nesbit, General Counsel	
5.	Fall Board Self Assessment	135
	Presenter: Ericka Thessen, Board Chair	
XIII.	Board Committee Reports	
XIV.	Consider Board Requests for Agenda Items or Information	
XV.	For the Good of the Order	
XVI.	Adjourn	

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

November 4, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- October 21, 2026 Board Meeting

Background:

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

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

Date: October 21, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 16, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Bob Blyth, Interim Director of Finance
Kelly McIver, Communications Director
Liz Johnson, Staff Development Specialist
Joel Lavin, Student Services Administrator
Judy Jesiah, State and Federal Grants
Seth Pfaefflin, Director of Student Services
Steve Shining, Network Services Manager
Christine Nesbit, General Counsel
Dan Farley, Director of Technology
Jen Bills, Director of School Safety and Emergency Management
Brooke Wagner, Assistant Superintendent for Administrative Services
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

Debbie Williamson, Communications Manager, Jordan Schnitzer Museum of Art

EMPLOYEE ASSOCIATIONS:

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

Jamie Myers, Eugene Education Association (EEA) President

David Wines, Eugene Education Association (EEA) Vice President

MEDIA:

KRVM

Register Guard

Lookout Eugene-Springfield

I. CALL TO ORDER AND ROLL CALL

Chair Ericka Thessen called the work session to order at 6:02 p.m. and conducted a roll call.

II. BOARD CHAIR WELCOME

Chair Thessen welcomed attendees to the Eugene School District 4J Board of Directors' (BOD) work session. She reported that one or more Board members attended the following events:

- Mid-Autumn Festival at Hé Lín Chinese Immersion Elementary School
- Looking Glass Youth and Family Services Lunch Fundraiser
- 100 Year Celebration at Eddison Elementary School
- Buena Vista Spanish Immersion Elementary School classroom lesson on Ancient Egypt
- Sheldon Boys' Soccer Game
- Sheldon Boys' Football Game

Chair Thessen recognized 152,000 volunteer hours in the district last school year.

Chair Thessen acknowledged the Silver Rail Elementary School tragedy in Bend, Oregon on Thursday, October 15, 2026. She said, on behalf of the Board, their thoughts are with families. She expressed a need for safety and change.

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. HEARING OF THE PUBLIC

Lisa Joye, 4J educator, spoke about school safety, specifically the district's approach to lockdown procedures and preparing students and staff to respond to a violent intruder. She referred to the district's previously adopted training Alert, Lockdown, Inform, Counter, and Evacuate (ALICE). She said after ALICE training she felt a greater sense of confidence and preparedness. She indicated that emergency response is site-specific. She urged the district to return to ALICE protocol rather than the I Love U Guys protocol.

Kyle Spradling, 4J parent, provided comments. He highlighted budget-related impacts to the Nutrition Program, specifically the shift away from scratch made food. He said he supports funding efficiencies, but thinks the reductions have gone too far. He said the

reliance on pre-made meals should not be the standard moving forward. Mr. Spradling recommended coordinating with the Nutrition Department to determine which improvements would make the biggest difference.

Celeste Hanyue Schwartz, 4J student, brought attention to school shootings internationally, stating that 96 have occurred this school year. She spoke from her experience as a student, pointing out gaps in emergency drills. She said that 87% of school shooters are former students with knowledge of the layout and emergency response procedures. She recommended bringing back ALICE training for educators and partnering with students.

Noray Spradling, 4J parent, provided comments. She highlighted budget-related impacts to the Nutrition Program, specifically the shift away from scratch made food. She brought attention to medical needs, cultural needs, proper nutrition, and students being provided with adequate time to eat meals. She urged that the district restore Nutrition Department funding.

V. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President provided comments. She raised the following issues: bilingual stipends, breaks, safety gear reimbursements, testing coordinator pay, OTIS investigations, medical duties, athletic coaching leave, and PERS overtime reporting. She said bargaining continues regarding Transportation Department changes. She said kitchen teams are struggling with workload, pointing to a lack of preparation time. She brought attention to OSEA members using their look-back rights to accept a job in a previously held classification, resulting in a change to their classification seniority. She urged finding a solution, stating that OSEA is the only employee penalized for being promoted or utilizing pay equity protections to be paid fairly. Ms. Jenkins-Easton announced a scheduled arbitration hearing scheduled for November 23, 2026. She acknowledged the recent tragedy at Silver Rail Elementary School.

Jamie Myers, Eugene Education Association (EEA) President, provided comments. She acknowledged the ripple effects of the Silver Rail Elementary School tragedy. She read a statement of hope for EEA members.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: OCTOBER 7, 2026 BOARD MEETING

There was no discussion.

MOTION: Vice Chair Rabasa moved to approve the consent agenda as presented. Ms. Jonak seconded. **The motion passed unanimously,**

7:0:0;

Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.

VII. ITEMS FOR INFORMATION

1. Community Engagement Spotlight: Jordan Schnitzer Museum of Art

Jordan Schnitzer Museum of Art Communications Manager Debbie Williamson provided a PowerPoint presentation. She described the history of the museum, current exhibitions, accessibility features, and annual events.

She said children under 18, and SNAP card holders, get free admission and guest passes are available at the Eugene Public Library. She said the museum provides annual tours to district students. The school tours are guided, themed, and interactive.

Ms. Williamson ended by sharing information about several programs: Fill Up The Bus, I Am Part of The Story, Arts Access Program, Madres Club, and Open Studio. More information can be found at jsma.uoregon.edu.

Ms. Williamson briefly responded to questions from the Board.

2. Receive Information about the Elevating Student Voice Project

Staff Development Specialist Liz Johnson, Student Services Administrator Joel Lavin, Director of Student Services Seth Pfaefflin, and Assistant Superintendent for Administrative Services Brooke Wagner provided information about the Elevating Student Voice Project via PowerPoint presentation.

Mr. Pfaefflin provided a project overview:

Project Overview:

- Small group discussions at each of the secondary sites (Churchill, CTP, ECCO, North, Sheldon, and South)
- Each group included 4-10 students ranging in age from 15-21 (grades 10+)
- Facilitated by the Inclusion Advisor and SSD Admin
- At least one case manager attended from each school site

Ms. Johnson outlined the project purpose:

Project Purpose:

- To elevate the voices of students who experience neurodivergence
- To gain insight into their experience in order to better serve them
- To make recommendations to district leadership in order to improve the experiences of secondary students in special education

She listed three questions proposed in the project:

- What things at school make you feel included and part of the group?
- What things at school make it harder for you to feel included?
- What could the school do to help you feel even more included and able to take part in everything?

She provided common themes from Question 1:

- Peer connections and affinity groups
- Teacher advocacy

- Experiential and hands-on learning
- Access centers providing small, safe environments

Mr. Pfaefflin outlined common themes from Question 2:

- IEP/accommodations concerns
- Social isolation and bullying
- Environmental and structural barriers
- Ableism and lowered expectations

He provided common themes from Question 3:

- Professional Development on understanding IEPs and neurodiversity
- Utilization of more flexible instructional strategies (UDL)
- Consistency in support
- Environmental adjustments
- Encourage and support student empowerment

Mr. Lavin provided more data:

- Churchill: More unified and CTE classes
- CTP: More cyber safety and independence training
- ECCO: More audiobooks, quality headphones, and structured group projects
- North: Consistent counselors and case managers
- Sheldon: More Access Center staff and better access to audiobooks
- South: One-page student profiles for Gen Ed teachers

He outlined scope and considerations:

- Sample size and generalizability
 - Sample size was 8.2% of the population of students on IEPs receiving special education services
- Selection and Self-Advocacy Bias
 - Because the findings rely entirely on self-reported feedback from students who volunteered or were selected to participate, the results may be subject to selection bias by over-representing individuals with stronger opinions, higher self-advocacy skills, or a greater comfort level in group discussions

Ms. Johnson offered recommendations:

- Recommendation #1: Increase UDL practices across content areas
- Strengthen systems for IEP implementation
- Prioritize meaningful conversations with all students

Mr. Pfaefflin outlined the district's response:

- We listened to the concerns about implementation of IEP accommodations and modifications
- All general education teachers have now been trained on implementing accommodations

- Principals trained on Sept 21st
- Middle and high school teachers trained on October 9th
- Elementary teachers trained in September/October at staff meetings
- We plan to conduct another round of student listening sessions this winter
- SSD is partnering with Instruction on Universal Design for Learning and this is a focal point for curriculum adoption and instructional delivery

Mr. Lavin offered final thoughts:

- Students want to be seen as individuals, respected as learners, and included as active participants in their own learning

Staff invited questions and comments from the Board.

Ms. Newman encouraged providing feedback to the student participants.

Ms. Jonak suggested expanding the practice to younger students.

Ms. Johnson agreed, she said staff are working on it.

Responding to a question from Ms. Munro, Mr. Pfaefflin described how their team worked with educators on understanding different types of accommodations and modifications.

Mr. Lavin emphasized the students' desire for curious educators.

Chair Thessen spoke about the effectiveness of the one-pager, as it aligns with the work of partner agencies.

Ms. Newman recommended a mentorship component.

Ms. Jonak said she believes neurodiversity should be taught in general education classrooms. She emphasized a need for neurodiverse students to know their rights.

3. 2025-26 Division 22 Standards for Public Elementary and Secondary Schools: Annual Compliance Report

Chief of Staff Carmen Xiomara Urbina and State & Federal Grants (Integrated Guidance) Judy Jesiah provided information about the 2025-26 Division 22 Standards for Public Elementary and Secondary Schools: Annual Compliance Report via PowerPoint presentation.

Ms. Urbina outlined the following:

- State Standards: Division 22 sets Oregon's public school standards
- Community Reporting: Districts report compliance to their communities
- Public and ODE Submission: Reports are publicly shared and submitted to ODE

2025-26 Compliance at a Glance:

- 56 in compliance
- 1 corrective action
- 2 waived

The district reviewed 59 reporting items under Division 22 standards, assessing the district's compliance with state requirements related to teaching and learning, student safety, educational systems, staff, and community engagement. The district is in good standing. She listed the five categories of public school standards: learning experiences, educational systems, engaged communities, safe and inclusive, and supported staff.

Ms. Urbina noted the following regarding learning experiences:

- In compliance: Graduation and career education requirements met
- In compliance: Health, media, TAG, and instructional materials requirements met
- Corrective action: Physical Education (PE) remains in approved corrective action

She provided more information about PE corrective action:

- Approved Plan Includes:
 - PE instruction
 - Classroom activity
 - SEL
 - Active morning meetings
- Next steps: Continue verifying implementation and supporting evidence

Ms. Urbina noted the following regarding educational systems:

- In compliance: Essential skills – local assessments
- In compliance: District improvement plan

She noted the following regarding student safety:

- In compliance: Substance use and child abuse
- In compliance: Health and safety services
- In compliance: Equal education opportunities

Ms. Urbina outlined community partnership and staff standards:

- Engaged partners and communities: all five listed standards are in compliance, including complaint procedures and TAG family rights
- Committed and supported staff: all four listed standards are in compliance, including personnel and evaluation systems

She provided next steps:

- Action 01: Confirm and organize evidence for corrective actions
Action 02: Review PE implementation at elementary levels
- Action 03: Finalize public report, posting and ODE submission

Ms. Urbina closed by stating that by November 1, 2026, the district is required to present the annual report publicly and post it on the district website; by November 15, 2026, the district must submit assurances to the Oregon Department of Education (ODE).

Staff invited questions and comments from the Board.

Regarding PE, Ms. Munro asked what is out of compliance.

Ms. Jesiah indicated a need for consistent implementation at the elementary level.

Ms. Rabasa asked what two essential skills were waived.

Ms. Jesiah responded that it was the essential skills diploma requirements and the essential skills assessment for ESL.

Responding to a question from Ms. Rabasa, Ms. Jesiah said only the 60-minute PE specifies that it must be led by a PE, as opposed to a classroom teacher. Staff can follow up with more information.

In closing, Ms. Urbina said the district being completely in compliance is a big achievement. She added that many of the Division 22 requirements are not funded.

4. Budget Committee Finalists Presentation

Chair Thessen engaged six Budget Committee finalists in a round of introductions. There were seven initial finalists, however one candidate was not present at the meeting.

Chair Thessen summarized the function of the Budget Committee, stating: *It is the function of the Budget Committee to approve appropriations and expenditures before the start of each new fiscal year, as presented by the budget officer to the committee. The Budget Committee may choose to make appropriation levels or to change appropriation levels; however, it does not have the authority to make programmatic changes.*

The following finalists offered individual comments demonstrating their interest in serving on the Budget Committee: Scott Fellman, Bonnie Glass, Kristin Rush (online), Courtney Salic, Deborah Smith, and Abbie Stillie.

VIII. ITEMS FOR ACTION

1. Budget Committee Selection

Chair Thessen and Interim Director of Finance Bob Blyth engaged the Board in a ballot vote selection process for the purpose of appointing four members to the Budget Committee.

Chair Thessen pointed out that there are three full year terms (three years) and one partial term (two years). The partial term appointment will be randomly selected.

The following four individuals were appointed to the Budget Committee: Scott Fellman, Courtney Salic, Abbie Stillie, and Debra Smith.

Courtney Salic was appointed to a partial term.

MOTION: Vice Chair Rabasa moved to appoint Courtney Salic to the remaining two-year term; and Abbie Stillie, Debra Smith, and Scott Fellman to the three-year terms. Ms. Munro seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.**

2. Approve Resolution 2026-27-05 Directing the Development of a Sustainable Budget and Authorizing a Reduction in Force

Superintendent Mickelson and Mr. Blyth recommended approving Resolution 2026-27-05 – Directing the Development of a Sustainable Budget and Authorizing a Reduction in Force via PowerPoint presentation. A handout (one pager) was also provided.

Superintendent Mickelson highlighted a focus on financial stability, which is one of the district's foundational pillars. She recommended authorizing a reduction in force for the next school year. She acknowledged the emotional toll impacting the district and community.

Staff provided a Preliminary Forecast Outlook for FY2027-28, including a path to sustainability, current operational deficit, and forecasted increases in the State School Fund (SSF).

Superintendent Mickelson announced a FY2027-28 projected deficit of \$30 to \$35 million. She emphasized prioritizing direct services to students while recognizing that, given the size of the projected deficit, school-based staffing could be affected. She said leadership will work hard to minimize the impact on schools. Superintendent Mickelson said a guiding principle is aligning staffing with declining enrollment; without adjustments, expenses will continue to outpace revenue.

She outlined the path forward:

- October 21: Board vote
- December: Phase 1
 - Bell schedule, leadership positions, district department reductions
- February: Phase 2
 - Building-level licensed and classified, class size adjustments
- Spring: Phase 3
 - Long-term financial sustainability strategies
- Approval: May/June
 - Budget Committee and Board approve the budget. Plans may be adjusted once state funding is confirmed

Mr. Blyth described why there is a budget gap. He pointed to the loss of one-time ESSER funds, declining enrollment, and state funding not keeping up with rising costs and complex student needs. He also noted the gubernatorial race and said the governor's proposal is not expected until February. As such, they are forecasting multiple scenarios.

He outlined a 2026-27 Budget Deficit:

**Gap filled with one-time funds and draw down of fund balance*

- Total Revenues: \$258,600,000
- Total Expenditures: \$274,990,000
- Surplus/Deficit: \$-16,390,000

He outlined a forecast at 8.5% increase in SSF:

- Total Revenues: \$263,000,000
- Total Expenditures: \$292,600,000
- Surplus/Deficit: \$-29,600,000

He outlined a forecast at 4.5% increase in SSF:

- Total Revenues: \$257,600,000
- Total Expenditures: \$292,600,000
- Surplus/Deficit: \$-35,500,000

He mentioned that SSF revenues are approximately flat but decreased interest and high-cost disability revenues.

Mr. Blyth invited questions and comments from the Board.

Responding to questions from Ms. Jonak, Mr. Blyth provided SSF percentage projections (ranging between 7% and 10.5%) and covered major assumptions, including inflation rates (3.2%), consumer price index (2.9% and up), debt service rate (2.1%), and worker's compensation (0.7%). He said information about unemployment is forthcoming.

Mr. Blyth differentiated between budgeting and forecasting, touched on salary increases/schedules, and stated that the district is using a vacancy savings of 0.25%.

Responding to questions from Ms. Newman, Mr. Blyth provided context about Oregon Educators Benefit Board (OEBB) benefits. He said he uses ODE modeling for calculating what the district would receive from the SSF, based on total state enrollment versus district enrollment.

Responding to questions from Ms. Munro about determining step increase percentages, Mr. Blyth said they use a scattergram. He indicated that a variety of assumptions are included in the district's forecasting models. She also asked if we are considering any ranges of a possible cost of living increase stemming from bargaining. Mr. Blyth confirmed that the district is adding assumptions to the calculations and has an understanding of any possible cost increases.

Dr. Mickelson interjected that while we do not know the outcome of bargaining at this time and cannot pinpoint exact numbers at this time, we are taking possible COLA increases into consideration.

Ms. Jonak asked if the biggest moving pieces are enrollment and the SSF.

Mr. Blyth agreed that the SSF is a big moving piece, however they have a good sense of the enrollment number.

MOTION: Vice Chair Rabasa moved to approve Resolution 2026-27-05 – Directing the Development of a Sustainable Budget and Authorizing a Reduction in Force as presented. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.**

MOTION: Vice Chair Rabasa moved to postpone the first three Items for Action at a Future Meeting. Ms. Jonak seconded. **The motion passed unanimously, 7:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, Mr. Di Liberto, and Mr. Hamilton all voting in favor.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. Fall Board Self-Assessment

Item was postponed.

2. Consider for Approval Revisions to Policy BDD – Board Meeting Procedures

Item was postponed.

3. Consider for Approval Revisions to Policy BDDG – Recording and Minutes of Board Meetings

Item was postponed.

4. Consider for Approval Revisions to Policy CBG – Evaluation of the Superintendent

General Counsel Christine Nesbit noted a minor change to Policy CBG – Evaluation of the Superintendent, stating that the policy will include language that a notice must be provided to the superintendent when the Board holds executive sessions to evaluate the superintendent.

5. Consider for Approval Revisions to Policy DBEA – Budget Committee

Ms. Nesbit recommended a minor change to Policy DBEA, stating that if there is not an Educational Equity Advisory Committee (EEAC) member available and willing to serve on the Budget Committee, that the Budget Committee does not need to have such a member.

6. Consider for Approval Revisions to Policy GBA - Equal Employment Opportunity

Ms. Nesbit noted a change to Policy GBA - Equal Employment Opportunity. She said Veteran's preference in hiring is now extended to state service members or former state service members. She listed other minor revisions.

X. BOARD COMMITTEE REPORTS

Mr. Di Liberto reported from the Eugene Education Foundation (EEF) meeting. He said their organization has recently broken fundraising records. They expressed an interest in helping 4J.

Ms. Newman reported from the Ad Hoc Workforce Negotiations Committee, indicating high attendance and participation. At their next meeting they will synthesize their discussions ahead of making potential recommendations to the Board.

Ms. Newman reported from the Legislative Committee. She said they are planning the Legislative Breakfast. A formal invitation is forthcoming.

XII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

There was none.

XIII. FOR THE GOOD OF THE ORDER

Chair Thessen recognized International High School (IHS) students volunteering at the ShelterCare Run for Our Lives 5K Fundraiser on October 18, 2026.

XIV. ADJOURN

Chair Thessen adjourned the work session at 9:35 p.m.

Miriam Mickelson, Superintendent

Ericka Thessen, Chair

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



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting:

November 04, 2026

Title:

Approve Routine Personnel Actions

Presenter:

Brooke Wagner D.Ed., Assistant Superintendent of Administrative Services

Recommended Action:

The superintendent recommends that the board of directors:

1. ***Approve the employment of the licensed administrators or executives listed below for the 2026-27 school year:***

None.

2. ***Approve the employment of the licensed employees listed below for the 2026-27 school year:***

Employee ID	Last	First	FTE
125153	LONG	CELIA	1
163941	WHIPPLE	REBEKAH	1
164997	WILSON	AUSTIN	0.33
170272	TECHAWONGTHAM	NEIL	0.5
172779	STRATTON	DEBORAH	1.0

3. ***Approve the acceptance of the resignations and retirements of the licensed administrators, executives, or directors listed below:***

None.

4. ***Approve the acceptance of the resignations and retirements of the licensed personnel listed below:***

Employee ID	Last	First	Reason	Effective Date
166524	RYAN	DANSBY	Resignation	09/30/2026

166807	WIEGAND	MADISON	Resignation	10/19/2026
172961	MOREAU	CHELSEA	Resignation	11/06/2026
133303	BLACKBURN	CHRISTOPHER	Retirement	01/01/2027
134549	SODERHOLM	LODI	Retirement	01/01/2027



ITEM FOR INFORMATION

Date of Meeting:

November 4, 2026

Title:

Receive Monthly Financial Report

Presenter:

Bob Blyth, Interim Director of Financial Services

Background:

To maintain fiscal transparency and prepare for the 2027-28 budget process, the Associate Director of Financial Services will submit monthly financial reports comparing budget to year-to-date (YTD) actuals throughout the 2026–27 school year. This ongoing overview gives the Board consistent insight into district finances and regular opportunities for Q&A as the year progresses.

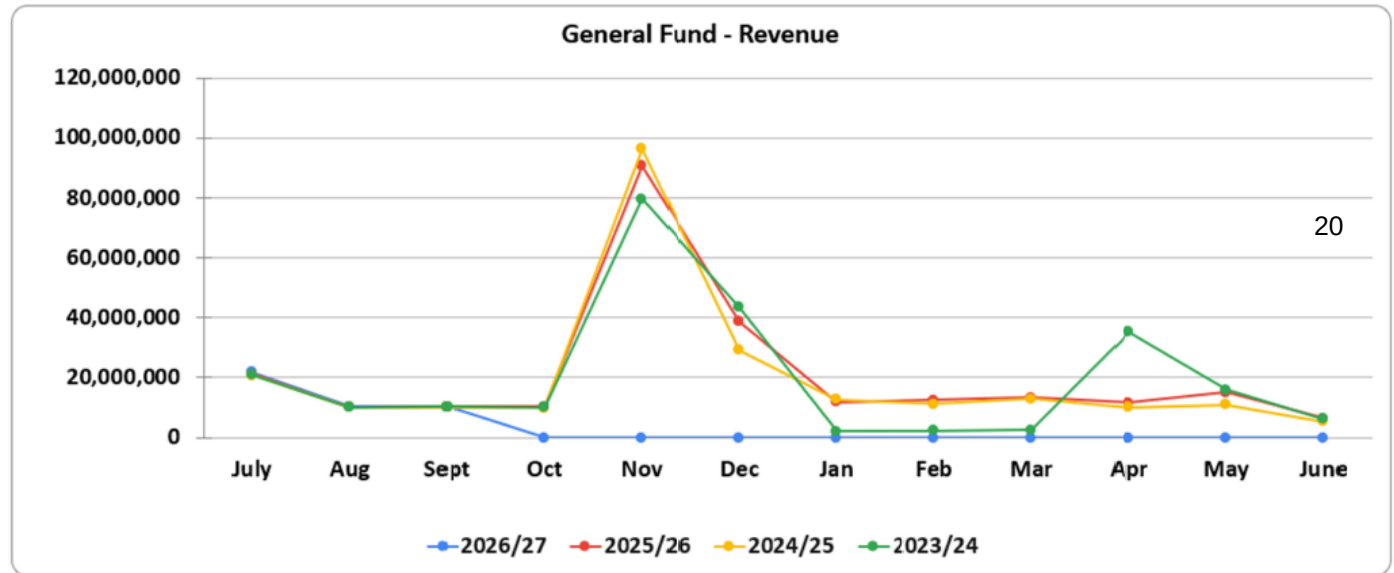
YTD General Fund Expenditures as of 09/30/2026

	Adopted Budget	YTD Actuals as of 9/30/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Revenues - General Fund						
Local Revenue	101,845,100	840,780		840,780	101,004,320	0.83%
Local Option	27,834,100	41,823		41,823	27,792,277	0.15%
State Revenue	126,319,600	41,626,990		41,626,990	84,692,610	32.95%
Other Revenue	2,600,000	-		-	2,600,000	0.01%
Total Revenues	258,598,800	42,509,593	-	42,509,593	216,089,207	16.44%
Expenditures - General Fund						
100 - Salaries	143,793,000	25,640,609	-	25,640,609	118,152,391	17.83%
200 - Associated Payroll Costs	93,086,000	16,025,176	2,000	16,027,176	77,058,824	17.22%
300 - Purchased Services	23,209,000	4,836,164	630,259	5,466,423	17,742,577	23.55%
400 - Supplies & Materials	7,228,000	1,427,234	503,510	1,930,744	5,297,256	26.71%
500 - Capital Outlay	2,613,000	22,460	117	22,577	2,590,423	0.86%
600 - Other	3,363,000	2,435,080	73,633	2,508,714	854,286	74.60%
700- Transfers Out	1,700,000	-	-	-	1,700,000	0.00%
Total Expenditures	274,992,000	50,386,723	1,209,520	51,596,243	223,395,757	18.76%

Source: Current Financial Report 10/26/2026. Subject to journal entry adjustment.

General Fund Revenues by Month

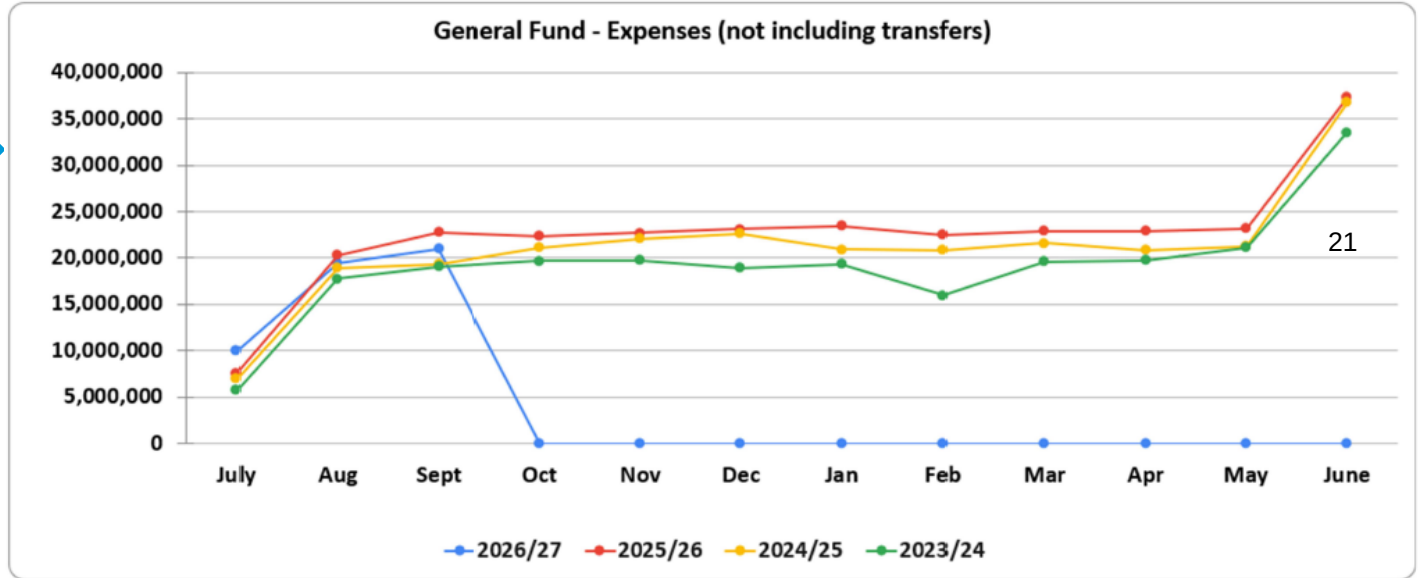
2023-24 to present



GF REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2026/27	21,782,706	10,397,536	10,329,351									
2025/26	21,033,891	10,186,498	10,295,510	10,249,106	90,659,776	38,608,786	11,818,853	12,418,028	13,376,685	11,692,969	15,098,473	6,294,563
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	10,008,638	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800

General Fund Expenditures by Month

2023-24 to present



<u>GF EXPENSES</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2026/27	9,976,221	19,420,265	20,990,237									
2025/26	7,571,884	20,226,908	22,728,128	22,300,996	22,667,884	23,097,155	23,401,680	22,427,096	22,879,519	22,876,467	23,153,110	37,343,204
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,733,138
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,338

YTD Other Fund Expenditures as of 09/30/2026

	Adopted Budget	YTD Actuals as of 9/30/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Expenditures - Special Revenue Funds						
210 - Title	8,976,337	1,101,663	62,246	1,163,909	7,812,427	12.97%
220 - IDEA	2,241,285	683,294	-	683,294	1,557,991	30.49%
Other Federal Grants	2,240,082	340,810	23,103	363,913	1,876,169	16.25%
251 - SIA	15,459,361	2,490,299	-	2,490,299	12,969,062	16.11%
252 - HSS	4,792,588	868,986	-	868,986	3,923,602	18.13%
Other State Grants	5,410,041	801,622	128,540	930,161	4,479,880	17.19%
27X EEF Grants	442,474	20,977	8,207	29,184	413,290	6.60%
Other Misc. Grants/Billables	2,755,545	471,904	83,861	555,765	2,199,780	20.17%
28X - Student Body	7,508,998	367,864	168,612	536,476	6,972,523	7.14%
290 - Curriculum Reserve	487,050	507,297	218,225	725,522	(238,472)	148.96%
299 - Nutrition Services	8,977,598	1,143,629	1,825	1,145,453	7,832,145	12.76%
Total Expenditures	59,291,360	8,798,345	694,619	9,492,964	49,798,397	16.01%
Source: Current Financial Report 10/26/2026. Subject to journal entry adjustment.						

	Adopted Budget	YTD Actuals as of 9/30/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Expenditures - Other Funds						
3XX - Debt Service	56,166,000	-	-	-	56,166,000	0.00%
4XX - Capital Funds	60,299,734	9,312,425	15,804,242	25,116,667	35,183,067	41.65%
6XX - Internal Service Funds	54,546,000	11,119,115	-	11,119,115	43,426,885	20.38%
780 - Trust & Agency Funds	184,968	31,900	-	31,900	153,068	17.25%
Total Expenditures	171,196,702	20,463,440	15,804,242	36,267,682	134,929,020	21.18%
Source: Current Financial Report 10/26/2026. Subject to journal entry adjustment.						



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

ITEM FOR ACTION (SECOND READ)

Date of Meeting:

November 4, 2026

Title:

Approve Revisions to Policy CBG – Evaluation of the Superintendent

Presenter:

Christine Nesbit, General Counsel

Background:

Oregon law requires that public agencies provide notice to their chief executive officer prior to entering executive session for the purpose of conducting a performance evaluation for the officer. Proposed revisions to policy CBG – Evaluation of the Superintendent set forth those notice requirements.

This is considered a “required” policy by Oregon School Board Association (OSBA).

Options and Alternatives:

The Board may choose to accept revisions to CBG – Evaluation of the Superintendent. The Board may wish to direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board approve revisions to Policy CBG – Evaluation of the Superintendent.

Eugene School District 4J

Code: CBG
Adopted: 2/17/16
Revised/ Readopted: 8/02/17; 9/04/24; XX/XX/26
Orig. Code(s): CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the superintendent's job duties described in the superintendent's contract, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(i\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)

[OAR 199-040-0027](#)

[OAR 199-040-0030](#)

[OAR 581-022-2405](#)

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- Identification of the Board;
- The time, date and location of the meeting;
- The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- Information on how the superintendent may make a request for an open hearing.

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

~~BDC – Executive Sessions~~

~~CBA – Qualifications and Duties of District Superintendent~~



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

ITEM FOR ACTION (SECOND READ)

Date of Meeting:

November 4, 2026

Title:

Approve Revisions to Policy DBEA – Budget Committee

Presenter:

Christine Nesbit, General Counsel

Background:

Earlier this year the Oregon Legislature enacted HB 4066, modifying the requirement that a member of the educational equity advisory committee serve on the district's budget committee. Specifically, the Legislature clarified that the requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.

The revision to policy DBEA–Budget Committee reflects this legislative change.

Options and Alternatives:

The Board may choose to accept revisions to Policy DBEA–Budget Committee or direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board approve revisions to DBEA–Budget Committee.

Eugene School District 4J

Code: DBEA
Adopted: 1/03/18
Revised/Readopted: 11/01/23; XX/XX/26

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and seven electors¹ appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.² The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

¹ An "elector" means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment.

² The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610](#) - 192.695

[ORS 294.305](#) - 294.565

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835](#) - 433.875

[OAR 581-022-2307](#)

House Bill 4066 (2026)



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

ITEM FOR ACTION (SECOND READ)

Date of Meeting:

November 4, 2026

Title:

Approve Revisions to Policy CBG – Evaluation of the Superintendent

Presenter:

Christine Nesbit, General Counsel

Background:

Oregon law requires that public agencies provide notice to their chief executive officer prior to entering executive session for the purpose of conducting a performance evaluation for the officer. Proposed revisions to policy CBG – Evaluation of the Superintendent set forth those notice requirements.

This is considered a “required” policy by Oregon School Board Association (OSBA).

Options and Alternatives:

The Board may choose to accept revisions to CBG – Evaluation of the Superintendent. The Board may wish to direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board approve revisions to Policy CBG – Evaluation of the Superintendent.

Eugene School District 4J

Code: CBG
Adopted: 2/17/16
Revised/ Readopted: 8/02/17; 9/04/24; XX/XX/26
Orig. Code(s): CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the superintendent's job duties described in the superintendent's contract, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(i\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)

[OAR 199-040-0027](#)

[OAR 199-040-0030](#)

[OAR 581-022-2405](#)

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- Identification of the Board;
- The time, date and location of the meeting;
- The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- Information on how the superintendent may make a request for an open hearing.

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

~~BDC – Executive Sessions~~

~~CBA – Qualifications and Duties of District Superintendent~~



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

November 4, 2026

Title:

Coburg Community Charter School Charter Contract Renewal

Presenters:

Cassandra Kamens, Curriculum Administrator, Charter School Liaison
Brooke Wagner, Assistant Superintendent for Systems Integration and Continuous Improvement

Background:

On October 14, 2026 Coburg Community Charter School submitted a letter requesting that the Eugene School District 4J renew its charter school contract.

The renewal request proposes two significant changes to the contract. The first being an enrollment cap increase from 234 to 309 students (a 75 student increase). The second is an increase of the district's contribution from 80% to 85%. The school currently provides instruction for grades K-8 in the Coburg area.

Founded in 1847, the City of Coburg established its first schoolhouse and District 43 in 1865. To accommodate growing student numbers, a new school building was completed in 1911, which supported students through key historic events including both World Wars, the Great Depression, and local athletic successes in the 1950s.

In 1962, District 43 was annexed by the 4J School District, resulting in the closure of Coburg High School and requiring older students to leave the city for education. Despite this, the local community continuously rallied to support Coburg Elementary School, utilizing local organizations such as the Coburg Connections Program, the parent fundraising group "PCS," and the city government to provide additional resources.

In response to the potential closure of Coburg Elementary School in 2010, local citizens organized to form the Coburg Community Charter School (CCCS). In February 2011, the 4J Board approved the first charter contract between the district and the Coburg Community Charter School for a period of three years. In partnership with the 4J School District, CCCS offers a local school choice option for both resident and non-resident families while maintaining strong community roots.

Coburg Community Charter was granted a renewal in 2014 for three more years. In 2016, the school requested a ten-year renewal that was approved by the District Board on February 1, 2017. The school is currently in the final year of this term.

The renewal request proposes three significant changes to the school's contract with the district, but no significant changes to the school's program. These changes include an increase in the overall cap of enrollment, from 234 to 309 students; an increase of 75 students. They also include an increase to the funding provided by the district from 80% (state minimum) to 85%.

ORS Chapter 338.065(4) states that the renewal after the first and second contracts of a charter shall be for a minimum of 5 years but may not exceed 10 years. At this time, Coburg Community Charter School (CCCS) is requesting a renewal of a ten-year charter. If approved the requested renewal charter contract period would be from July 1, 2027 - June 30, 2037.

Enrollment & Demographic Profile

Coburg Community Charter School has had a stable student enrollment over the last 12 years in terms of both total enrollment and enrollment across grades.

- October 1st student enrollment in the Coburg Community Charter School (CCCS) has remained very stable in the last 12 years:

SCHOOL	2026	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2026 VS 2015 (IN %)
Coburg School	225	225	226	220	220	221	221	223	225	212	221	221	1.8
All 4J Charters	866	871	872	873	848	832	848	836	847	845	851	806	7.4
4J	15,201	15,830	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(12.3)

- Of the 132 Coburg residents who are enrolled in 4J in grades KG to 8, only 79 (60%) are enrolled in CCCS, which is 35% of their enrollment.
- Of the 225 students currently enrolled in CCCS, only 27 (12%) are not 4J residents

Demographic Trends in Coburg Charter

- Enrollment by race/ethnicity:

RACE/ETHNICITY	2026	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
American Indian/Alaska Native	2	2											
Asian	1	1	1	1	1	5	3	7	8	9	9	8	6
Black		1	1		1	1	1	1	1	1	3	1	1
Hispanic	4	2	2	3	3	6	5	4	4	6	9	8	10
Native Hawaiian/Pacific Islander	2	2	1	1	1	1	1	1	1	1			
Two or More	22	21	21	21	17	17	17	11	7	9	8	10	8
White	194	197	194	194	198	191	196	191	191	195	192	197	170
TOTAL	225	226	220	220	221	221	223	215	212	221	221	224	195
N TRAD. UNDERSERVED	8	7	4	4	5	8	7	6	6	8	12	9	11
% TRAD. UNDERSERVED	3.6	3.1	1.8	1.8	2.3	3.6	3.1	2.8	2.8	3.6	5.4	4.0	5.6

- Enrollment by area of residence.

Coburg students live mostly in the Sheldon Region (187 out of 225):

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS	REGION OF RESIDENCE	NUMBER OF STUDENTS
Gilham Elementary School	99	SHELDON	187
Cal Young Middle School	56	OUTSIDE 4J	27
Willagillespie Elementary School	19	NORTH	7
Springfield SD 19	12	SOUTH	3
Holt Elementary School	8	CHURCHILL	1
Harrisburg SD 7J	8	TOTAL	225
Monroe Middle School	5		
Junction City SD 69	4		
Adams Elementary School	3		
Central Linn SD 552	3		
Awbrey Park Elementary School	2		
Spring Creek Elementary School	2		
Kelly Middle School	1		
Madison Middle School	1		
River Rd El Camino del Rio Elm	1		
Twin Oaks Elementary School	1		
TOTAL	225		

Annual Site Visits and Reviews

District staff members conduct site visits, review documents and school improvement plans and provide annual reviews to the district board each year. Annual review documents include summaries of student performance and assessments, updates on program modifications, evaluations of financial stability, and suggestions for program improvement. The 2024-25 Annual Review is included as an attachment in this board packet as the 2025-26 review has not yet been completed.

Renewal Criteria and Findings

State statute (ORS 338.095) requires that the renewal evaluation described above be based primarily on a review of the public charter school's annual performance reports, annual audit of accounts, annual site visit, and review and any other information mutually agreed upon by the public charter school and the board. According to Board Policy LBE – Public Charter Schools, the Board's decision to renew the charter is based on a good faith evaluation on the following five criteria:

- Is in compliance with all applicable state and federal laws;

Finding: Based on information available to 4J staff, it appears that the school is operating in compliance with all applicable state and federal laws.

b) Is in compliance with the existing charter contract between the public charter school and the district and any other written agreements between the Board and the public charter school;

Finding: The Coburg Community Charter School was in compliance with all provisions of its charter school contract at the end of the 2025-26 school year.

c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the district and the public charter school;

Finding: Coburg Community Charter School submitted their review of the 2025-26 School Improvement Plan (included in the board packet). Coburg Community Charter School has consistently set goals of 80% of students tested will meet OSAS benchmarks in ELA and Math.

While the school continues to improve its intervention model and work with students who are in intervention support programs, their overall ELA and Math scores on OSAS have remained significantly steady (noting that 1% is equivalent to about 2 students). Note that the 2025-26 percentages are self reported as the state report card for 2025-26 has not yet been released.

ELA: 2024-25 - 71%, 2025-26 - 74%

Math: 2024-25 - 68%, 2025-26 - 63%

Based on the data available for 2024-25 students with disabilities, the participation rate increased in math and ELA to 78% from 62.5% the previous year. The percentage of students with disabilities meeting the benchmark was less than 5% down from 12.5% in both areas from the previous year.

Coburg Community Charter continues to work on goals outside of academics. Such as improving SEL programming and support for students and continuing their work on a horizontal and vertical scope and sequence for all areas of curriculum, including community engagement.

In regards to regular attenders in 2024-25 Coburg Community charter school saw an increase of 15% in their overall rate from 74% to 89%.

d) Is fiscally stable and has maintained a sound financial management system;

Finding: Coburg Community Charter School has maintained a sound financial management system and has continued to have stable revenue for the previous nine years. Their net position has increased over the last several years and the school continues to be financially stable. Coburg Community Charter School and its board are good stewards of their funds and communication has always been clear and timely.

e) Is in compliance with any renewal criteria specified in the charter of the public charter school.

Finding: Whereas there are no additional renewal criteria specified in the current charter, the Coburg Community Charter School shall negotiate a new charter with district staff within 90 days if granted approval of their renewal request. Any changes to the charter would follow all federal, state, and district requirements.

In addition, Coburg Community Charter School is requesting an increase in the enrollment cap and an increase in their funding from the district. The committee recommends that these items become part of the contract renewal negotiations.

State statute (ORS 338.095) requires that the renewal evaluation described above be based primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the board.

Options and Alternatives

Within 30 days after the public hearing (November 18), the district must approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. The charter school may then submit a revised renewal request that addresses the reasons for nonrenewal and any remedial measures suggested by the district. If the board does not approve the revised renewal request, the charter school may appeal to the State Board of Education for a review of whether the district used the required process in denying the renewal of the charter.

If the board approves the renewal, this renewal of Coburg Community Charter School will be for the minimum requirement of five years but not to exceed ten years pursuant to ORS Chapter 338.065(4).

The board has the possibility to make two decisions. First, the board must decide whether to approve the renewal or to deny the renewal. If the board approves the renewal, the board also has discretion about the length of the renewal. ORS Chapter 338.065(4) allows for renewals after the first to have a duration of a minimum of five years but not to exceed ten years. Coburg Community Charter School has requested a ten-year renewal.

In addition, the board has the ability to direct the superintendent or designee to negotiate and execute a charter agreement between Coburg Community Charter School and the district that is consistent with district policies and state law, in a form approved by the district's general counsel, to include accountability measures to address any board concerns.

Budget/Resource Implications

State statute requires that payment for provision of educational services to the public

charter school shall be at least 80 percent of the school district's state General Purpose Grant per ADMw (weighted average daily membership) for students who are enrolled in kindergarten through grade eight.

Coburg Community Charter School is requesting an increase of this funding to 85% which would result in an additional cost to the district of approximately \$135,000 based on their current enrollment. If the 75 student enrollment cap increase was also approved and fulfilled alongside the increase to 85% the additional cost to the district would be approximately \$280,000.

Board Goals

The charter school recommendation addresses the board goal of actively supporting the Superintendent's areas of priorities as outlined in Focus 4J (Every student attends, every student learns, every student graduates), supported by three foundational pillars: culture and belonging, community engagement, and fiscal sustainability.

In addition, this recommendation supports the board's long-standing commitment to school choice. Finally, it reflects community engagement with district stakeholders in supporting our students and schools.

Recommendation

The superintendent recommends the renewal of the contract for at least five years and up to ten years, contingent upon the successful negotiation of a contract by the superintendent's designee.

Coburg Community Charter School Renewal

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November 4, 2026

Charter Renewal Process

Charter School Renewal from LBE-AR

Charter School Renewal

a. The first renewal of a charter shall be for the same time period as the initial charter. **Subsequent renewals of a charter shall be for a minimum of 5 years but may not exceed 10 years.**

b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:

- (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter; 40
- (2) **Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;**
- (3) **Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;**

Charter School Renewal from LBE-AR

(4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;

(5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a⁴¹ revised request for renewal to the Board;

(6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.

Charter School Renewal from LBE-AR/ORS 338.065

(7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:

(a) Is in compliance with all applicable state and federal laws;

(b) Is in compliance with the charter of the public charter school;

(c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;

(d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and

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(e) Is in compliance with any renewal criteria specified in the charter of the public charter school.

(8) The Board shall base the renewal evaluation described above **primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit** and review and any other information mutually agreed upon by the public charter school and the Board;

(9) For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

Coburg Community Charter Renewal

Board Packet Contains the following items in regards to the renewal:

- Coburg Community Renewal - Item for Future Action
- Renewal request letter from Coburg Community Charter School
- The 2024-25 Annual Review for the⁴³ Coburg Community Charter School
- The 2025-26 Coburg Charter Self-Report
- Current Charter contract

Coburg Community Charter School Background

- Initial approval for charter was in February 2011 for 3 years
- Renewal request approved in January 2014 for 3 years
- Renewal request approved in January 2017 for 10 years
- Renewal request for 10 years pursuant to ORS Chapter 338.065(4) made on October 14, 2026

Coburg Community Charter General Overview

Our Mission:

Coburg Community Charter School is a partnership amongst students, parents, teachers, and the community. Creating a small community school environment serves as the foundation for individual student success and character development; we believe a sense of belonging and community engagement are essential for student success.

Our Vision:

Grounded in community, our students are inquisitive, life-long learners who are respectful, confident and are aware of how they belong and flourish in their community and the world.

Our Values:

- We value belonging and community engagement made possible through strong partnerships amongst parents, educators, students, and our community.

- We value integrity, curiosity, compassion, confidence, and respectfulness by prioritizing emotional intelligence and social awareness.

- We value educator empowerment and creativity as primary influences in developing inquisitive learners.

Grades: K-8

Enrollment: 225 students

Demographics:

- Hispanic: 1.7%
- Multiracial: 9.7%
- White: 86.2%
- Asian: 0.5%
- Native Hawaiian/PI: 0.8%
- Black: 0%
- American Indian: 0.8%
- IEP: 15.5%
- 504: 8.8%
- ELL: 1%
- 4J Non-Residents: 12%

Coburg Community Charter Review - Renewal Criteria & Findings

Compliance with all applicable state and federal laws

Finding: Based on information available to 4J staff, it appears that the school is operating in compliance with all applicable state and federal laws.

Coburg Community Charter Review - Renewal Criteria & Findings

Compliance with the existing charter contract between the public charter school and the district and any other written agreements between the Board and the public charter school.

Finding: The Coburg Community Charter School was in compliance with all provisions of its charter school contract at the end of the 2025-26 school year.

Coburg Community Charter Review - Renewal Criteria & Findings

Meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the district and the public charter school

Finding: Coburg Community Charter School has consistently set goals of 80% of students tested will meet OSAS benchmarks in ELA and Math.

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While the school continues to improve its intervention model and work with students who are in intervention support programs, their overall ELA and Math scores on OSAS have remained significantly steady (noting that 1% is equivalent to about 2 students).

Coburg Community Charter continues to work on goals outside of academics. Such as improving SEL programming and support for students and continuing their work on a horizontal and vertical scope and sequence for all areas of curriculum, including community engagement.

In regards to regular attenders in 2024-25 Coburg Community charter school saw an increase of 15% in their overall rate from 74% to 89%.

Coburg Community Charter Review - Renewal Criteria & Findings

Fiscal stability and a sound financial management system

Finding: Coburg Community Charter School has maintained a sound financial management system and has continued to have stable revenue for the previous nine years. Their net position has increased over the last several years and the school continues to be financially stable.

Coburg Community Charter School and its board are good stewards of their funds and communication has always been clear and timely.

Coburg Community Charter Review - Renewal Criteria & Findings

Compliance with any renewal criteria specified in the charter of the public charter school

Finding: Whereas there are no additional renewal criteria specified in the current charter, the Coburg Community Charter School shall negotiate a new charter with district staff within 90 days if granted approval of their renewal request. Any changes to the charter would follow all federal, state, and district requirements.

Superintendent Recommendation

Board Goals

The charter school recommendation addresses the board goal of actively supporting the Superintendent's areas of priorities as outlined in Focus 4J (Every student attends, every student learns, every student graduates), supported by three foundational pillars: culture⁵¹ and belonging, community engagement, and fiscal sustainability.

In addition, this recommendation supports the board's long-standing commitment to school choice.

Finally, it reflects the engagement of district stakeholders in supporting our students and schools.

Superintendent Recommendation

The superintendent recommends the renewal of the contract for at least five years and up to ten years, contingent upon the successful negotiation of a contract by the superintendent's designee.

Next Steps

Timeline

November 18, 2026 - Board Meeting

- Public Hearing - Comments by Coburg Community Charter School Community
- Action Item - Decision to determine whether or not to renew Coburg Community Charter (ten year contract)

COBURG COMMUNITY CHARTER SCHOOL
91274 North Coburg Road Coburg, OR 97408
director@coburgcharter.org
(541) 344-1229

October 14, 2026

Attn: Ericka Thessen, Board Chair, and the Board of Directors
CC: Dr. Miriam Mickelson, Superintendent
Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402

Dear Members of the Eugene School District 4J Board of Directors and Superintendent Mickelson,

On behalf of the Coburg Community Charter School (CCCS) Board of Directors and administration, I am writing to formally request renewal of the Charter School Contract dated July 1, 2017 between CCCS and Eugene School District 4J pursuant to ORS 338.065.

As our current charter term approaches its conclusion, we are deeply grateful for the longstanding partnership between CCCS and Eugene School District 4J. For the past 15 years, CCCS has been honored to serve students and families as a collaborative, supportive, and connected member of the broader 4J community. We operate with a foundational belief that guides our work every day: **our kids are 4J kids**. We remain committed to their success, their well-being, and our shared mission of empowering them to be confident, respectful, and responsible citizens within the greater Eugene-area educational community.

Over the course of our charter term, CCCS has demonstrated the value of this partnership through strong family engagement, responsible stewardship of public resources, academic achievement, and a sustained commitment to our founding charter mission. Today, CCCS serves approximately 225 students in a K–8 community-centered learning environment.

As we look toward our next charter term, we would like to highlight several areas of continued shared success:

- **Community Connection and Regional Access:** CCCS serves as an important bridge for rural families who want to remain connected to the broader 4J community while maintaining a strong sense of local identity. We provide students and families with a meaningful public school option, rooted in our core value that learning is a shared responsibility among students, families, staff, and the community.

- **Commitment to Our Founding Principles:** CCCS remains deeply committed to the principles established in our founding charter. We have developed and implemented a comprehensive community scope and sequence that supports intentional learning and continuity across grade levels, while prioritizing strong social-emotional values to ensure a safe, inclusive, and welcoming environment where everyone is treated with dignity.
- **Academic Excellence and Student Success:**
We are proud that our students' academic outcomes have consistently exceeded both state and district averages across grade levels. These results reflect the dedication of our educators, the partnership of our families, and our shared commitment to creating a learning environment where every student is known, valued, challenged, and supported. Grounded in the belief that learning is a shared responsibility among students, families, staff, and the community, CCCS maintains high expectations while fostering confident, respectful, and responsible citizens through continuous growth and improvement.
- **Strong Regional Demand:** Demand for the CCCS model continues to be strong. Approximately 65%–75% of families currently represented on our waitlist reside outside the Eugene School District 4J boundaries, demonstrating the regional value and continued interest in our program.
- **Access and Equity Context:** We also wish to provide context regarding our Free and Reduced-Price Meal demographics. Because Oregon's school report card system uses a community survey method for determining these figures, the reported numbers do not fully capture the actual number of students and families within our community who qualify for free or reduced-price meals. CCCS remains committed to ensuring equitable access and serving families from a wide range of backgrounds.

To support long-term sustainability and proactively respond to the evolving needs of our community, CCCS respectfully requests consideration of the following terms for our renewed charter agreement:

- **Ten-Year Renewal Term:** We request a ten-year renewal period beginning July 1, 2027 and ending June 30 2037, to provide stability and continuity for students, families, staff, and the broader community. This renewal term will allow CCCS and 4J to continue investing in a sustainable and successful partnership.
- **Enrollment Capacity Adjustment:** We request the option to increase our total enrollment capacity by up to 75 students over the course of the renewal term (from our current cap of 234 to 309 students). Because the vast majority of our waitlist consists of out-of-district families, this capacity adjustment actively benefits the district by drawing non-resident students into the 4J system, thereby increasing overall district enrollment and corresponding ADMw funding. Furthermore, this flexibility will allow us to responsibly plan, budget, and scale our learning environment while maintaining a high-quality student experience.
- **State School Fund Allocation Adjustment:** We respectfully request consideration of increasing CCCS's State School Fund allocation from the legal minimum of 80% to 85%. This adjustment would strengthen the partnership between CCCS and 4J by supporting long-term operational stability and competitive compensation. Crucially, as an elementary-focused charter school, our workforce is predominantly female. The current

funding minimums exacerbate a systemic gender wage gap when compared to secondary charter systems. This additional 5% allocation is a valuable equity measure that will allow us to directly address this gender inequality factor and more properly compensate our educators and staff.

We are immensely proud of the relationship CCCS has built with Eugene School District 4J. Thank you for your continued collaboration, leadership, and commitment to helping us serve as a model of excellence in public education.

With appreciation,

Dr. David Wallace Executive Director, Coburg Community Charter School

Mercia Petewon Board Chair, Coburg Community Charter School Board of Directors

Lane County School District No. 4J

Eugene, Oregon

2024-25 Annual Review

Coburg Community Charter School

a public charter school

sponsored by Eugene School District 4J

**Office of the Executive Director of Youth and Family
Support Services**

Charter School Review Team

January 2026

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January 2026

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Coburg Community Charter School, 2024-25 Annual Review

Introduction

In June 2025, the Coburg Community Charter School completed its fourteenth year as a public charter school, authorized by Eugene School District 4J. Under Oregon statute, charter schools are publicly funded schools authorized by local school districts. Charter schools may be exempted from certain statutes and rules governing traditional public schools and, in exchange for the increased flexibility, charter schools are held to a high level of accountability for student achievement.

In February 2011, the 4J Board approved the first charter contract between the district and the Coburg Community Charter School for a period of three years. They were granted a renewal in 2014 for three more years. In 2016, Coburg Community Charter School requested a ten-year renewal that was approved by the District Board on February 1, 2017. The school is currently in the ninth year of this term.

The 4J Charter School Review Team meets quarterly with charter school representatives on the 4J Charter School Council. The Council meetings promote communication and allow participants to stay current on emerging issues common to the charter schools.

4J Charter School Council 2024-25 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Co-Principal, Shannon Powell, and Andy Pearsa, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Kristin Humphrey, Principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Ericka Thessen, 4J School Board Member; Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School Liaison

Annual Review Summary

Each year, district staff is responsible for reviewing the charter school programs and reporting its findings to the 4J Board of Directors. The review assesses the charter school's operations in relation to its School Improvement Plan (SIP), students' performance on federally mandated annual state assessments, the annual Oregon Department of Education (ODE) Report Card, an annual site visit, audited financial results, and other charter school contractual agreements. All this is highlighted in this report. Please also review the attached Data Appendix for a more in-depth longitudinal analysis of key outcomes measures. The following sections address these areas.

1. 2024-25 School Improvement Plan Comprehensive Summary

This section reviews the progress of Coburg Community Charter School on their 2024-25 School Improvement Plan goals. The SIP and evaluation were completed with the involvement of students, parents, classified staff, licensed staff, administration and members of the Board of Directors. During the 2024-25 school year, the school made significant strides across its four primary goal areas. While a more detailed view is attached to this report, the following section provides a brief synopsis of progress related to each goal from the 2024-25 School Improvement Plan.

Goal #1: Improve Student and Community Well-Being

In the realm of Community and Well-Being, the school completed its second year of the Character Strong SEL program for grades K-8. This included dedicated daily time for social-emotional learning and regular assessments used to develop social skills groups. They also developed a formal "Scope and Sequence for Classroom and School Community Engagement".

Goal #2: Improve Curriculum Coherence and Alignment

The school made substantial progress in Curriculum Coherence and Alignment by completing a robust vertical and horizontal alignment of Social Studies and Science standards, identifying how and when each standard is taught and the degree of mastery expected at each grade level. They also collaboratively revised the Assessment Matrix which communicates and informs the assessment done with students, with the goal of finding the best balance between assessment and instructional time.

Goal #3: Improve Math Achievement

In terms of Math Achievement, the school successfully implemented McGraw Hill Reveal as a unified K-8 math curriculum. Data team meetings were refined to create clear intervention cycles, including better parent communication for students receiving Tier 2 and Tier 3 supports. CCCS continues to provide all students below the 30th percentile tier 2 support and /or a tier 3 targeted intervention to each student scoring below the 20th percentile.

Goal #4: Improve Literacy achievement

For ELA Achievement, similar to math achievement the school improved their data collection and sharing processes while enhancing collaborative data team meetings. CCCS implemented the iReady Reading Assessment to help this year, found solid data, student engagement, and usability. They plan on using the personalized instruction component in 25/26 to support differentiation.

2. Update on Goals for the 2025-26 School Improvement Plan

Coburg Community Charter School will continue with the same goals for the 2025-26 school year with an adjustment to the strategies. All goals include specific strategies, activities, staff responsibilities, and funding sources to ensure successful implementation.

Documents including the four goals, objectives, and action plans are included in the appendices to this report. The four primary goal areas for the 2025-26 SIP are as follows:

1. Improve Student and Community Well-Being:

The first focuses on improving Student and Community Well-Being through continued implementation and alignment of the SEL curriculum (Character Strong). This includes continuing to systematize collaborative work and tiered supports for students with SEL needs. CCCS plans on designing and developing a student character and leadership program in the upcoming year.

2. Improve curriculum coherence and alignment:

Their second goal centers on improving Curriculum Coherence and Alignment by reviewing and refining the Math Scope and Sequence based on their second-year implementation of McGraw Hill Reveal. In addition, there will be a focus on aligning the learning targets vertically and horizontally in math and ELA to the state standards as well.

3. Improve Math Achievement:

The third goal targets Math Achievement, with an ambitious target of having 80% of students demonstrate grade-level proficiency on OSAS or show greater than expected growth. This will be accomplished through implementing tier 2 and 3 interventions with fidelity, along with regular progress monitoring and collaborative data team meetings.

4. Improve Literacy Achievement:

Their fourth goal addresses Literacy Achievement, also targeting 80% of students to demonstrate grade-level proficiency on OSAS or show greater than expected growth. This will be achieved through systematic implementation of tier 2 and 3 ELA interventions, providing targeted support

for students below the 30th percentile, and maintaining regular progress monitoring and data team meetings.

Each of these goals includes detailed strategies, activities, staff responsibilities, and designated funding sources to ensure successful implementation throughout the academic year.

3. State School Report Card

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

During a typical school year, charter schools are required to administer state-mandated assessments that take place typically in April and May. Oregon's Statewide Assessment System (OSAS) currently includes summative assessments administered annually by subject matter and grade. Pursuant to federal and state accountability requirements, Oregon public schools test students in English language arts and math in grades 3 through 8 & 11 and in science and social sciences in grades 5, 8, & 11. Additional required assessments include an English Language Proficiency Assessment (ELPA) for English Learners (ELs) and the Oregon Extended Assessment for students with significant cognitive disabilities. On the Accountability Details Reports, the indicators are then rated on the following levels:

Level 5 – State Long Term Goal in 2026-27 (approximately the 90th percentile)

Level 4 – Halfway from the baseline to the Long Term Goal

Level 3 – The baseline state average (2024-25 for ELA and Math Average Gap Scores, 2023-24 for all other indicators)

Level 2 - The 10th percentile of schools in 2024-25

Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%
Math Average Gap Score Change	3-8	18	9	0	-17	<-17
Regular Attenders	K-5	93%	82%	71%	57%	<57%
Regular Attenders	6-8	93%	80%	67%	55%	<55%

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2022-23 & 2021-22 Average Gap Score calculation and in the 2024-25 & 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2025

English Language Arts Academic Achievement & Gap Scores

The school increased to a Level 4 rating overall from Level 3, with 69% of students meeting standards in 2024-25, showing a slight increase from 68.4% in 2023-24. White and Multi-racial students performed similarly to the overall population. However, Students Experiencing Poverty (45.5% - an increase of 12.2% from the previous year) and Students with Disabilities (<5% - a decrease of more than 7.5%) performed significantly lower than their peers.

The ELA gap score change earned a Level 2 rating, with a change of -3 points, indicating relatively stable performance compared to 2021-23. White students saw no change, while the gap score for students with disabilities had a more significant decline with a -70 point change. Additionally, multi-racial students also had a significant decline with a -61 point change.

Math Academic Achievement & Gap Scores

The school achieved a Level 4 rating overall, with 66.2% of students meeting standards in 2024-25, showing a moderate increase from 59.6% in 2023-24. White and Multi-racial students increased their performance to Level 4 while Students Experiencing Poverty (36.4%) and Students with Disabilities (>5%%) received Level 3 & 2 ratings respectively. While multi-racial students maintained a level 4 rating their performance significantly declined to 44.4% from 64.3% the previous year.

The Mathematics gap score overall showed a gain of 3 points with students with disabilities and multi-racial students showing a high point decrease (-94 and -44 respectively) suggesting growing challenges in math achievement for these students.

Regular Attenders:

The school received an overall Level 4 rating with 88% of K-5 students regularly attending in 2024-25, showing just a 0.01% improvement from 2023-24. All rated student groups received Level 3 or higher ratings. Notable improvements include:

- Students with Disabilities: increased to 84.2 from 82.4%%
- Multi-racial students: improved to 87.5 from 81.3%

Assessment Participation:

The school did not meet the 94.5% participation target for either ELA or Math assessments. Overall participation rates were 92.7% for both subjects in 2024-25, an increase of 2.4% from the previous year.

- White students: 92.2% in both subjects
- Multi-racial students: 94.4% in both subjects, showing a slight decrease
- Students with Disabilities: 78.6% in both subjects, indicating a significant participation percentage increase

Science Achievement:

Science proficiency stands at 53%, representing a 10% increase from the previous year and continues to be above the state average of 29%. Detailed student group data for science was not provided in the accountability report.

Students with Disabilities Performance Analysis:

Performance for Students with Disabilities has declined notably across both academic areas. In ELA and math, proficiency dropped from 12.5% to below 5% over the past year. Participation rates remain low at 78.6%, but significantly increased from last year. While their attendance rates have stayed steady at 84.2%. .

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2024-25 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from

this report for specified indicators for the 2024-25 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card continues to show a much less diverse population than the district as a whole at Coburg (80% white versus 65% for the district). In addition, 80% of Coburg teachers identify as white.
- **Students with Disabilities** – At 11% the special education population is slightly smaller than the district which is at 15%.
- **Vaccinations**– 94% of Coburg students had required childhood vaccines.
- **Students Experiencing Poverty** - 6% of Coburg School students are recognized as students experiencing poverty. A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visit

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. This year visits were conducted in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization. During the visit information summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

On November 6, 2025, the 4J Charter School Review Team conducted an official site visit to Coburg Community Charter School. Members of the Coburg team included Dave Wallace (Executive Director) and Mercia Petewon (Parent, Board President). 4J Charter School Review Team members present at the meeting included Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

The following sections highlight the reports from the site visits.

Progress on School Improvement Plan

Coburg Community Charter School (CCCS) reported significant progress on its School Improvement Plan (SIP), specifically through the third year of implementing the Character Strong social-emotional learning curriculum. The school has introduced a new Leadership elective for older students in 2025-26, taught by the school counselor, and has formalized its community engagement efforts with a documented scope and sequence featuring over five pages of community-based activities like "Shop with a Cop" and K9 scent training. Current SIP priorities remain focused on refining the Math Scope and Sequence and ensuring that Tier 2 and Tier 3 interventions are delivered with high fidelity to reach a student success rate of over 90%

Curriculum & Instruction

In terms of curriculum and instruction, the school has prioritized horizontal alignment to state standards while continuing to value teacher agency over rigid pacing guides. Teachers recently mapped standards across grades to identify and bridge instructional gaps, with a particular emphasis on math standards this year. Additionally, the school is serving its first English Language Development (ELD) student using the 4J district curriculum and providing intensive one-on-one support.

Financial Status

The school's financial status remains stable, with a three-year forecast that includes cost-of-living adjustments and step increases for staff. A notable new board policy utilizes unanticipated budget surpluses to fund retention bonuses for all returning staff members, which are paid out in May. In governance updates, the title for the Dean of Students has been reverted to Assistant Principal, and the school board remains stable with new members recently added to provide diverse skill sets.

Current Enrollment & Demographics

Enrollment at CCCS is steady with 226 students and significant waitlists. Demographic data shows that 10.2% of the student body is experiencing poverty, 11% have an IEP, and 10.2% have a 504 plan. The school also serves a talented and gifted (TAG) population of 14%, and the board is currently re-examining the TAG program to ensure it receives the same level of due diligence as special education services.

Assessments

Academic assessment data indicates a 10% increase in science proficiency for 5th and 8th graders. The school updates its assessment matrix annually, utilizing tools such as EasyCBM, iReady for reading, and IXL for math. To improve student outcomes, the school transitioned to eight-week intervention cycles followed by a dedicated data week for testing and parent notification. This process is supported by a new parent communication template that provides detailed progress reports on interventions, which also assists in future IEP evaluations.

Supports for Special Populations

The school provides robust support for special populations, serving 18 students on IEPs (8-9% of population) and 32 students with 504 plans. They maintain 20-25 students in each intervention program. Their FTE for their Special Education teacher has increased to 0.75 FTE. They are able to offer early morning math support and afterschool math club.

Parent and Community Relations

Parent and community relations remain strong, with weekly eBlast communications and a monthly newsletter. Families are required to complete 20 volunteer hours annually, contributing over 2,400 hours this year, and parent volunteers are required for field trips.

Governance & Organization

The governance structure has remained consistent, though some changes are occurring. The current dean is transitioning to "assistant principal" through an admin program, the tech

coordinator position is reducing to half-time, and they've hired a new school counselor who is completing their program.

Board Membership

The school board currently has seven members, two members departed, and through a good panel of candidates, two new members were chosen and bring a diverse set of skills to the table.

Contractual and Legal Requirements

CCCS continues to express interest in purchasing the property from 4J school district to be able to better serve the community with the space.

Successes & Challenges

While the school celebrates successes such as the completion of its HVAC project and high community engagement through its 20-hour annual volunteer requirement, several challenges persist. There are ongoing security concerns regarding open spaces and a lack of fencing on the property. Furthermore, the school continues to face space limitations for behavior support and breakout groups, and it is actively seeking to purchase its current facility while working to maintain competitive staff salaries.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 Final audit for the Coburg Community Charter School. Review of this document has shown no material concerns with the financial condition of this school as an ongoing entity as outlined below.

The District's financial review of Coburg Community Charter School's audited financial statements for the year ended June 30, 2025, consisted of reviewing financial operations to ensure consistency with Coburg's educational mission, and reviewing net position and fund balance to ensure the school's solvency and ability to sustain operations in the future. Coburg Community Charter School's 2024-25 financial statements had been audited by an independent auditor, who issued an unmodified opinion on the Charter school portion of the statements and did not identify any material weaknesses in the financial operations of the school.

The Coburg Community Charter School includes their Parent Club activities as a discretely presented component unit of their basic financial statements. This activity is unaudited and has not been included in our review of school financial operations.

Discussion

The Statement of Activities reflects expenses increasing to \$2,709,156 (\$273,952 or 11.2% over the prior year). Revenue decreased 6.3% to \$2,698,834 in 2024-25, primarily from a reduction in grant revenues largely as a result of the ending of COVID relief funding.

Coburg's financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

Notes to the financial statements indicate the Charter leases their school property located at 91274 N Coburg Rd, OR from the Eugene School District. On 07/01/2021, the School entered into a 72-month lease with the District with an initial lease liability recorded in the amount of \$407,110. This is a cancelable lease with a monthly cost of \$6,050 and ends in July 2027. The lease has an interest rate of 0.69%. The Charter also carries a lease in the amount of \$561 a month for a printer.

Subscription based information technology arrangements for the Charter totaled \$17,851 for the fiscal year ended June 30, 2025,

Based on this limited review and the ongoing quarterly reports provided to the District staff did not identify any concerns regarding operational consistency with Coburg's educational mission. Coburg Community Charter School appears to be properly positioned to sustain financial operations into the future and continue to serve students.

ENROLLMENT

As of October 1, 2024, Coburg Community Charter School enrolled 226 students in grades K-8, the same number of students enrolled as of October 1, 2023.

The Oregon Department of Education reported Coburg's resident average daily membership (ADMr) for 2023-24 to be 224.11, up 6.91 ADMr from the previous year.

Comparative ADMr is as follows:

<u>2024-25</u>	<u>224.1</u>
<u>2023-24</u>	<u>217.2</u>
<u>2022-23</u>	<u>220.9</u>
<u>2021-22</u>	<u>219.1</u>
<u>2020-21</u>	<u>223.3</u>
<u>2019-20</u>	<u>222.0</u>
<u>2018-19</u>	<u>224.4</u>
<u>2017-18</u>	<u>212.2</u>
<u>2016-17</u>	<u>218.5</u>
<u>2015-16</u>	<u>221.5</u>
<u>2014-15</u>	<u>210.8</u>
<u>2013-14</u>	<u>184.1</u>
<u>2012-13</u>	<u>161.1</u>
<u>2011-12</u>	<u>137.5</u>

6. Other Contractual Agreements

Coburg Community School was in compliance with all provisions of its charter contract by the end of the 2024-25 school year. Staff demonstrated completion of state reporting requirements in a timely manner.

Specific areas of compliance include the following:

- Maintained adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as required in the Contract;
- Contributed to PERS on behalf of its employees;
- Maintained its 501(c)(3) status;
- Complied with all financial and student reporting requirements;
- Maintained at least 50% licensed administrative and teaching staff; and
- Complied with all other applicable federal and state laws.

7. Findings

Coburg Community School offers a community-based educational option for the 4J community. Students are provided with a well-balanced curriculum that is augmented by healthy partnerships and participation with the Coburg community. The school continues to perform well in relation to the goals listed in the original charter application, and continues to have documented areas of commendation and demonstrated annual improvement.

Key Findings:

- **Academic Achievement:** The school continues to significantly outperform state averages, with 71% of students meeting grade-level expectations in ELA and 68% in Math, compared to state averages of 43% and 33%, respectively.
- **Accountability Ratings:** For the "All Students" group, the school achieved a Level 4 rating in ELA Achievement, Math Achievement, and Regular Attenders
- **Science Growth:** There has been a notable 10% increase in science proficiency among 5th and 8th graders over the past year.
- **Achievement Gaps:** Significant disparities persist for vulnerable populations. Students with Disabilities received a Level 1 rating in ELA and a Level 2 in Math, while Students Experiencing Poverty received a Level 2 in ELA.
- **School Improvement Progress:** The school successfully implemented the second year of the Character Strong SEL program and the McGraw Hill Reveal Math curriculum. Vertical and horizontal alignment of Science and Social Studies standards was also completed.
- **Demographics:** The student population is 80% White, which does not yet fully reflect the broader diversity of the sponsoring district.

Commendations:

1. **Curriculum:** Successfully implemented Character Strong SEL program across K-8 grades, implemented a new math curriculum, and aligned scope and sequence across social studies and science.
2. **Staff:** Strong staff retention
3. **Enrollment:** Maintained stable enrollment (226 students) with significant waitlists
4. **Community Engagement:** Community support remains a core strength, with high levels of volunteerism and over 2,400 volunteer hours recorded annually.
5. **Financial and Staffing Stability:** The school maintains a stable financial position with a positive audit and a three-year budget forecast that includes COLA and step increases. A new policy utilizes budget surpluses for staff retention bonuses.

Recommendations

- **Address Achievement Gaps:** Develop and implement a comprehensive strategy specifically targeting the achievement gaps for Students with Disabilities and Students Experiencing Poverty. This should include enhancing Tier 2 and Tier 3 intervention fidelity to reach the school's 90%+ success goal.
- **Improve Participation Rates:** Create a plan to increase student participation in state assessments to meet the 95% federal and state requirement.
- **Diversify Student Population:** Continue efforts to diversify the student body through targeted outreach, addressing potential transportation barriers, and leveraging priority lottery grouping for students experiencing poverty.
- **Contract Continuation:** Based on strong academic performance and financial stability, the review team recommends the continuation of the contract, with the expectation of continued progress on the School Improvement Plan (SIP).

Recommended Action

☒ Continuation of contract, with an expectation of continued progress on its SIP.

☐ Continuation of contract, with an expectation of compliance on recommendations and/or requirements contained in this review

☐ Termination of contract for the following reason(s)

Attachments: [2025-26 Coburg Data Appendix.docx](#), [2024-25 Coburg Detail Sheet](#), [2024-25 Coburg Profile Sheet](#), [2024-25 Coburg SIP](#)

Charter School Self-Report: Fall, 2026

1. Annual Charter School Report

To be completed by charter school and turned into the District this year by October 31st.

I. Introduction

1. Summary of history:

The City of Coburg was founded in 1847. The first schoolhouse was built and district 43 was founded in 1865. As the city grew, a new school building was needed to house the increasing student population. In 1911 the new school building was completed. The school, the city, and the nation weathered tough times. World War I, The Great Depression, and World War II left their mark, but the school continued to educate and support its students. It was there in good times too. In the 1950's community pride swelled as the Coburg Broncos became state champions in basketball and football. 72

In 1962 District 43 was annexed by 4j School District, and Coburg High School was closed. For the first time in one hundred years Coburg students had to leave the city to complete their education. Although the loss of the high school and upper grades was difficult, the community rallied to support Coburg's local elementary school. When the school district's budget grew tighter over the years, the community leveraged new resources to support its elementary school.

Community has been an integral part of our school throughout its history. Generous contributions over the years from the Coburg Connections Program, the parent fundraising group "PCS", and the city of Coburg, provided students at Coburg Elementary School with extra support, resources, and opportunities and further enhanced the strong relationship between the city and the school. The school has been a center of the community for generations. The presence of a small local school has not only provided a unique and fitting educational setting for Coburg's children: it has shaped the character of the whole community. As a former administrator notes, "The school has been a source of generational heritage: parents and grandparents would come in and fondly share their memories of their time at the school. It was also the focal point for organizing events when families and businesses had a need."

Over the years, the regular threat of losing the town's only school was very unsettling for the community. Thus, in anticipation of the possible closure of Coburg Elementary School in 2010, a broad-based citizen group began working to organize a feasible strategy for sustaining a high quality local school in Coburg. **Coburg Community Charter School (CCCS)** is the result of that effort.

Coburg Community Charter School provides an opportunity for Coburg to continue to support its local school and its children in a distinctive new way. Coburg Community Charter School partnered with 4j School District to add a new school choice option for families both in and out of the district. Drawing from its history of strong community involvement and rich history, Coburg Community Charter School is able to uniquely nourish the minds and hearts of its students.

2. Mission, core values

Our Mission

Coburg Community Charter School is a partnership amongst students, parents, teachers, and the community. Creating a small community school environment serves as the foundation for individual student success and character development; we believe a sense of belonging and community engagement are essential for student success.

Our Vision

Grounded in community, our students are inquisitive, life-long learners who are respectful, confident and are aware of how they belong and flourish in their community and the world.

Our Values:

- We value belonging and community engagement made possible through strong partnerships amongst parents, educators, students, and our community.
- We value integrity, curiosity, compassion, confidence, and respectfulness by prioritizing emotional intelligence and social awareness.
- We value educator empowerment and creativity as primary influences in developing inquisitive learners.

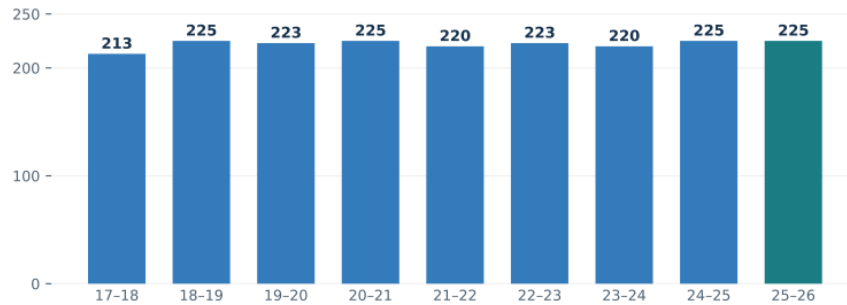
3. Enrollment and demographics

COBURG COMMUNITY CHARTER SCHOOL

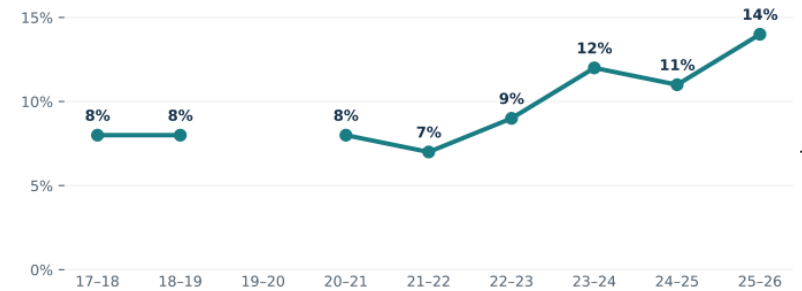
Student demographics | Nine-year overview

Oregon At-A-Glance School Profiles • 2017-18 through 2025-26

Student enrollment



Students with disabilities



74

Year-by-year student characteristics

Year	Enroll.	AI/AN	Asian	Black	Hispanic	Multi	NH/PI	White	SWD	F/R* / poverty	Lang.
2017-18	213	0%	3%	<1%	2%	5%	<1%	89%	8%	11% FRL	5
2018-19	225	0%	3%	<1%	1%	6%	<1%	89%	8%	5% FRL	5
2019-20	223	0%	1%	<1%	2%	8%	<1%	88%	—	—	—
2020-21	225	0%	2%	<1%	3%	8%	<1%	87%	8%	>95% FRL†	6
2021-22	220	0%	<1%	<1%	2%	10%	<1%	86%	7%	>95% FRL†	3
2022-23	223	0%	<1%	0%	2%	10%	<1%	87%	9%	11% FRL	5
2023-24	220	0%	<1%	<1%	1%	10%	<1%	88%	12%	9% poverty	5
2024-25	225	1%	<1%	0%	1%	10%	1%	86%	11%	6% poverty	5
2025-26	225	1%	<1%	0%	2%	10%	1%	86%	14%	8% poverty	6

KEY AI/AN = American Indian / Alaska Native • NH/PI = Native Hawaiian / Pacific Islander • SWD = Students with disabilities

FRL = Free/reduced-price lunch; poverty = Students experiencing poverty. These are different measures and should not be merged into one trend.

* State-reported F/R values are based on a survey of the local community, not actual students served.
For 2025-26, 15.1% of CCCS students qualified via direct certification through ODE.

Source: Oregon Department of Education, CCCS At-A-Glance School Profiles (uploaded PDF, pages 1, 3, 5, 7, 9, 11, 13, 15, and 17).

	Enrollment	Free and Reduced	Individualized Education Plans	504 Plans	Talented and Gifted (TAG)
2017-18	213	17 students (8%)	15 students (7%)	6 students (3%)	14 students (6%)
2018-19	225		19 students	7 students	32 students
2020-21	221		17 students	6 students	29 students
2021-22	221	19 students (9%)	16 students (7%)	9 students (4%)	21 students (10%)
2022-23	220	13 w/ 1 pending (6%)	16 students (7%)	16 students (7%)	20 students (9%)
2023-24	220	9%	12%	24 students (9.2%)	31 students (14%)
2024-25	225	6% SEP * based on ODE formula which is survey of community 23 students (10.2%) identify as qualifying and receive free meals	11%	23 students (10.2%)	32 students (14%)
2025-26	225	8% SEP * based on ODE formula which is survey of community, not actual student qualifying 34 students, 15.1%, ODE SNAP/Medicare/foster certification	14%	19 students (8.4%)	31 students (14%)

Approximately 86% of CCCS students report their ethnicity as White. Other ethnicities represented include Native American, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races (including White).

II. School

1. Process used for developing SIP

Our school Data Teams review student achievement throughout the year. During the summer, we use that information, along with input from classroom educators, the RTI team, and office staff, to draft the School Improvement Plan. The Board reviews and discusses the plan at its annual August retreat. We consider assessment results, student support needs, and stakeholder feedback to identify priorities and align available funding with the work.

Reflection on progress of prior year's goals

1. Improve Community and Well-Being

We continued implementing CharacterStrong in all grades, K–8. This included dedicating time in the school day for SEL instruction and connecting this work with our PBIS program components, including assemblies, refreshers, themes, acknowledgments, and celebrations. Our previously developed Classroom and School Community Engagement scope and sequence also provides a foundation for this work and reflects the importance of community and belonging at CCCS.

With new staff joining the school, we chose to focus on core instructional and student support needs before taking on the development of a separate Student Character and Leadership Program. Character development continued through CharacterStrong and our schoolwide activities, while the additional program development was deferred.

We held Student Wellness meetings to discuss student needs and coordinate supports, but these meetings were not as organized and formalized as we had intended. Strengthening this process remains a goal in our 2026–27 SIP. This year we are working toward a regular meeting schedule and a more consistent process for reviewing student wellness data together and developing or adjusting student support plans. This work will also help guide targeted social skills groups based on assessments and teacher recommendations.

2. Improve Curriculum Coherence and Alignment

1. We took on a robust process for vertical and horizontal alignment to our state standards for both Math and ELA (we completed Science and Social Studies the year prior). Each standard was examined and educators identified if, how and when each was taught at each grade level (horizontal). Next, for each standard and for each grade we identified the degree to which the standard is taught (intro, practice, mastery, or not included), how it may or may not be addressed in the grade prior or after, and how/when.

[Please see here for example.](#)

2. We also collaboratively revised the Assessment Matrix which communicates and informs the assessment we do with our students, with the goal of finding the best balance between assessment and instructional time. [Please see here for 25/26 example.](#)

3. Improve Math Achievement

1. Continuous improvement of our student data collection process and information sharing was evident. Our collaborative data team meetings were improved in efficiency and effectiveness. More specifically, we refined the structure so as to define and communicate our intervention cycles, including data team meetings, assessment deadlines, and collaborative work time with intervention team. [Here is a sample of](#)

[our data team student tracking form](#). We also did a lot of work on the parent communication side of things, and have developed a streamlined yet rather thorough informational letter to the parents of every student in intervention, keeping them abreast of their progress. [Here is our template for parent communication](#).

2. We continue to provide all students below the 30th percentile tier 2 support and /or a tier 3 targeted intervention to each student scoring below the 20th percentile.
4. Improve ELA Achievement
 1. We focused on ELA interventions and supports like math as described above.
 2. We implemented the iReady Reading Assessment to help this year, found solid data, student engagement, and usability. We are using the personalized instruction component in 25/26 to support differentiation.

CCCS New Teacher Mentoring Program

Teacher Mentor	Mentor Consultant (non-evaluative)
<ul style="list-style-type: none"> Assists with curriculum overview, planning, and setting up classroom structures (for example, reading/math groups, classroom incentives/expectations, etc.) Provides advice and shares best practices (for example, shares class/student specific information, provides advice on classroom management, grading, parent communications, report cards, conferences, etc.) Conducts observations as part of CCCS's Colleague Observations and provides feedback (verbal or written) Synergy gradebook training (middle school) Supports with writing TAG plans Regular check-ins regarding upcoming events/tasks (for example, staff expectations for events, historical perspective on events (music specific), scope & sequence, tasks for data team, behavior/wellness, SST, etc.) Available throughout the day to answer questions/problem solve Communicates/collaborates with mentor consultant Mentees are encouraged to complete colleague observations 	<ul style="list-style-type: none"> Supports mentees with applying for charter license registry Supports mentees with goal setting Regularly conducts informal observations and provides feedback; circling back with an eye on implementation/progress Completes co-observations with mentees, including using CCCS's colleague observations form or specially created look-fors; debrief follows Provides advice and shares best practices for navigating more challenging situations/scenarios (in other words admin level support) May provide a higher level of support for mentees needing more time/support than what is provided by their on site mentor Supports with mentor & mentees needs (for example, easyCBM setup, gaining access to programs/curriculum, questions needing additional follow up, etc.) Communicates/collaborates with teacher mentors (for example, meeting reminders, data team responsibilities, report cards, conferences, etc) Back-up for on site teacher mentors as needed

2. **Data reporting of progress on outcome measures related to goals (recognizing that annual state testing did not occur last spring for the most part, please include any academic assessment data you do have, such as EasyCBM or other curriculum based measures. High Schools should also include data on graduation rates, dropout rates, and credit completion. All schools should include data on student engagement, particularly for last spring's CDL using daily or weekly attendance as one indicator.**

Our OSAS academic scores for 25-26 were steady, and still about 13 percentage points higher in ELA and Math than we were seeing in 2021/22. We were happy to see the growth in ELA and science; this was the second year having one teacher teach all science & math to 7th and 8th graders, so we are hoping for continued growth in this area as well. We were particularly pleased with the increase of regular attenders up to 94%, to which we credit the increased emphasis and community outreach on this topic.

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In 24/25 we started using iReady reading assessment tool, with which we utilize 3 diagnostic assessments to help guide instruction and measure/report growth over time. The first year of implementation had some hiccups, but overall we were happy with the results with the program. When we dive deeper into the data we see evidence that our work with our struggling learners is showing benefits. This year we are adding the additional math component as well as the individualized instructional pieces to support independent work time while small groups are implemented in the classrooms.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

OREGON AT-A-GLANCE SCHOOL PROFILE Coburg Community Charter School

PRINCIPAL: Dave Wallace | GRADES: K-8 | 91274 N Coburg Rd, Eugene 97401 | 541-344-4113



2025-26

Students We Serve



225

Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native

Students 1%
Teachers 0%

Asian

Students <1%
Teachers 0%

Black/African American

Students 0%
Teachers 0%

Hispanic/Latino

Students 2%
Teachers 13%

Multiracial

Students 10%
Teachers 7%

Native Hawaiian/Pacific Islander

Students 1%
Teachers 0%

White

Students 86%
Teachers 80%

*

Ever English
Learners



6

Languages
Spoken

14%

Students
with
Disabilities

93%

Required
Childhood
Vaccinations

8%

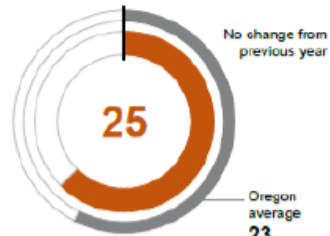
Students
Experiencing
Poverty

*<10 students or data unavailable

School Environment

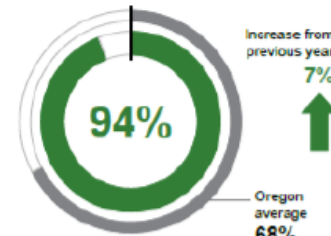
CLASS SIZE

Median class size.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



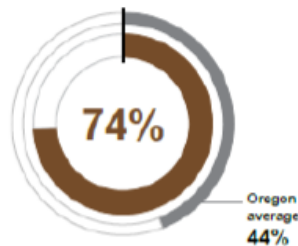
11 % of CCCS are non-resident, non-4J, students.

Approximately 65%-75% of students on waitlist are students wanting to attend from outside the district

Academic Success

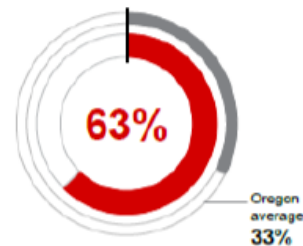
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



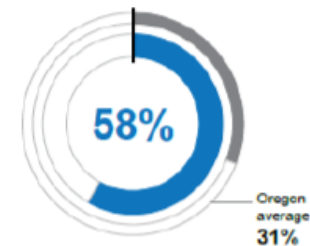
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



8% is based on community survey, not actual student, Actual direct certification of Student Experiencing Poverty is 15.1% for CCCS students

School Website: coburgcharter.org

i-Ready Inform Results

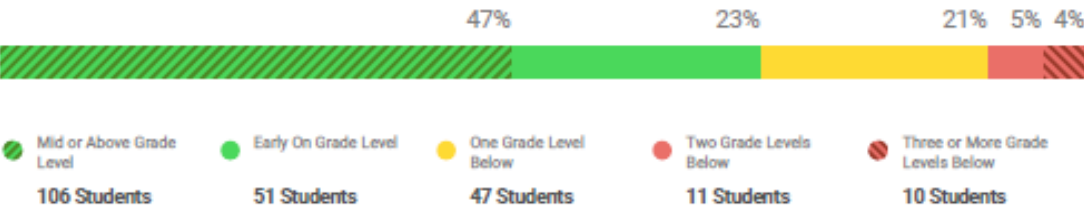


School	Coburg Community Charter School
Subject	Reading (English)
Academic Year	2025 - 2026
i-Ready Inform Assessment	Final i-Ready Inform
Prior i-Ready Inform Assessment	None

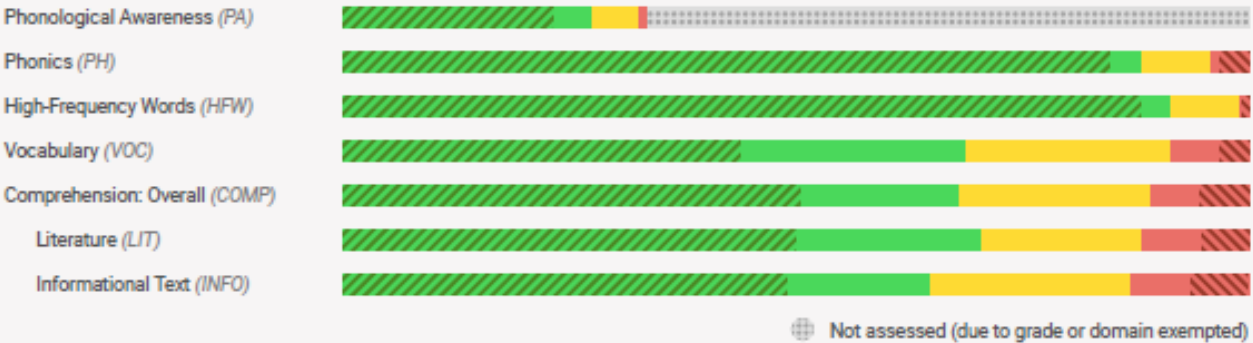
Criterion Referenced

Overall Placement

Students Assessed/Total: 225/226



Placement by Domain



Switch Table View		Choose to Show Results By					Showing 9 of 9	
Placement Summary		Grade						
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade K		72%	24%	4%	0%	0%	25/25	
Grade 1		48%	8%	44%	0%	0%	25/26	
Grade 2		52%	32%	16%	0%	0%	25/25	
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 3		48%	32%	16%	4%	0%	25/25	
Grade 4		20%	20%	40%	12%	8%	25/25	
Grade 5		32%	24%	28%	8%	8%	25/25	
Grade 6		56%	8%	24%	8%	4%	25/25	
Grade 7		44%	20%	8%	8%	20%	25/25	
Grade 8		52%	36%	8%	4%	0%	25/25	

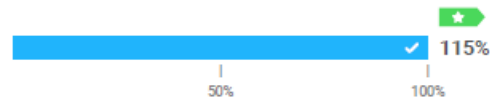
i-Ready Inform Growth



School: Coburg Community Charter School
 Subject: Reading
 Academic Year: 2025 - 2026
 Comparison: i-Ready Inform Final i-Ready Inform Assessment

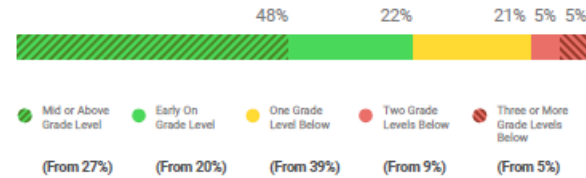
Students Assessed/Total: 215/226

Progress to Annual Typical Growth (Median)

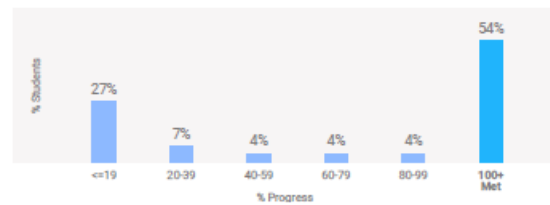


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

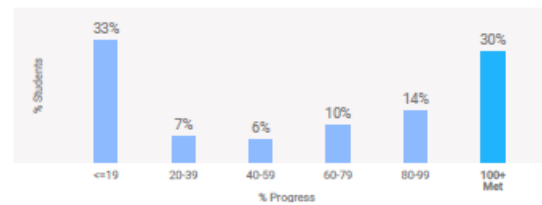
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By Grade

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	130%	76%	90%	44%	88%
Grade 1	67%	29%	50%	8%	50%
Grade 2	128%	72%	91%	32%	96%
Grade 3	96%	48%	63%	36%	56%
Grade 4	25%	36%	15%	20%	24%

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade 5	169%	60%	81%	28%	56%
Grade 6	150%	63%	53%	25%	42%
Grade 7	30%	43%	12%	30%	48%
Grade 8	250%	63%	77%	47%	53%

Grade Level	Tier 3 Reading	Tier 3 Math	Tier 2 Math	Tier 2 Reading	SPED	504
Kinder	0	0	2	2	4	0
1st Grade	5 (1 to SPED)	4 (1 exited)	3 - (3 to Tier 3)	7- (2 to Tier 3) (1 exited)	3	0
2nd Grade	2- (1 to SPED)	3 (1 to Tier 2) (1 to SPED)	5	4 - (2 exited)	2	1 84
3rd Grade	0	2 - (1 SPED)	4 - (1 to SPED)	5 (1 exited)	4	1
4th Grade	4	2	5 (1 Exited)	6 (2 exited)	7	2
5th Grade	6 -(3 to SPED)	1 - (Moved to Sped)	6	7	7	2
6th Grade	2	1(1 to SPED)	5	5	5	4
7th Grade	1	2	5	2	2	7
8th Grade	1 (1 to Tier 2)	3	3	5 - (2 exited)	1	2
Total Students	Total - 21	Total- 18	Total - 38	Total - 43	35	19

Tier 3 Student Progress:

1. 21- Literacy Support Students - All students are showing growth within the curriculums being used.
2. 3 students were accepted into SPED and 1 more is in the SPED process.
3. 1 student has exited the Tier 3 program in both math and reading
4. 18 -Math Support Students showing improvement in grade level content. 2 students making slow progress.
5. Early morning math support for 5th to 8th grade students, 4 days a week for 30 minutes. From 1 to 6 students a day. A rotation of around 15 students.

Tier 2 Math Student Progress:

1. Students are being supported in grade level content using the Reveal math curriculum, Math Made Fun curriculum, or Vmath intervention curriculum.
2. Students in middle school are offered a preteach each day for grade level daily math.
2. 1 student has exited Tier 2 math intervention.

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Tier 2 Literacy Student Progress:

1. Using Fountas & Pinnell Leveled Literacy Program, Rewards, PDX Phonemic Awareness, and iReady lessons
2. Most students have shown growth on program progress monitoring reports, Easy CBM, iReady.
3. Some groups are offered novel group studies at their rate and level of learning.
4. 7 students have exited from Tiered Reading intervention!

List of upcoming goals (including at least two measurable academic goals)

3. **Plans/Next steps (With regard to these goals, we would expect to see some changes appropriate to our current situation with distance learning and the possibility of transitioning to hybrid learning.)**

Below is a copy of this upcoming year's School Improvement Plan

2026/2027 Schoolwide Improvement Plan (SIP)



Goal #1: Improve Student and Community Well-Being

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Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
Social and Emotional Learning and School Culture	All stakeholders	K-8	CS assessments, surveys, re-enrollment data	Within our school and abroad we are seeing increased need for Social/Emotional Learning and positive behavior supports.

Goal: Implement steps to improve our SEL programming and supports.

This will be reflected in Character Strong Assessments that will show growth across the year and re-enrollment data that demonstrates an overwhelming set of families believe we are meeting the needs of their child.

Measurable Objective

Strategy 1: Implement and supplement third year of SEL curriculum, Character Strong

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Provide Character Strong instruction	Instruction	Classroom Teachers and School Counselor	8/26	6/27	General Fund SIA Funding
Supplement CS curriculum with school counselor class lessons in areas of specific need	Instruction	School counselor	8/26	6/27	General Fund SIA Funding

Utilize and refine designated period at the beginning of each day for CS instruction and morning meetings	Instruction and management	Classroom Teachers and Administration	8/26	6/27	General Fund
Collaboratively update and publish the Comprehensive Counseling plan	Collaborative work Communications	School counselor and Assistant Principal	8/26	6/27	General Fund SIA Funding

Strategy 2: Systematize our collaborative work and tiered supports for students with SEL needs

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Regularly assess and analyze student data	Collaborative data analysis and planning	Assistant Principal, school counselor, and classroom teachers	8/26	6/27	General Fund SIA Funding
Develop and implement regularly scheduled collaborative Student Wellness meetings to assess and create/adjust tiered level plans for students who are struggling with SEL	Collaborative data analysis and planning	Assistant Principal leads All instructional staff participate, collaborate and implement	8/26	6/27	General Fund SIA Funding
Develop and implement regularly scheduled and targeted social skills groups based on CS assessments and teacher recommendations from data team meetings.	Instruction	School Counselor	8/26	6/27	General Fund SIA Funding

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* Note: The CCCS Board and Administration Team reserve the right to adjust priorities and revise all Board approved plans to meet student needs.

Goal #2: Improve curriculum coherence and alignment – Social Studies

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
All subject areas	Teaching Staff	K-8	Curriculum data, Standards, Collaborative discussions	CCCS has traditionally used teacher designed curriculum utilizing the foundation curriculum of the free Core Knowledge resources. Over the last couple year we have developed a full scope and sequence and vertical and horizontal standards alignment documents for Social Studies to identify areas of strength and needs. It is time for us to collaboratively engage in a robust curriculum review and adoption process for this important content area.

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By the end of the school year we will have completed the curriculum adoption process and have developed a full plan for implementation.

Measurable Objective

Strategy 1: Conduct a collaborative curriculum review and adoption process.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Establish a Social Studies Curriculum Committee and develop a curriculum adoption timeline, rubric, and evaluation process.	Leadership / Collaborative Work	Executive Director, Curriculum Committee	8/26	6/27	General Fund
Review state standards, current scope and sequence, and multiple curriculum options using an agreed-upon evaluation rubric.	Collaborative Work	Curriculum Committee	8/26	6/27	General Fund
Pilot and evaluate selected curriculum resources, gather teacher feedback, and make a final adoption recommendation.	Curriculum Review / Evaluation	Curriculum Committee and Teaching Staff	8/26	6/27	General Fund

Strategy 2: Prepare staff and systems for successful implementation of the adopted curriculum.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Develop a multi-year implementation plan, including purchasing materials and instructional resources.	Planning	Executive Director and Curriculum Committee	8/26	6/27	General Fund
Align pacing guides, assessments, and instructional resources with the newly adopted curriculum.	Curriculum Development	Teaching Staff	8/26	6/27	General Fund
Develop a professional learning plan to support implementation during the 2027-28 school year.	Professional Development	Executive Director and Teaching Staff	8/26	6/27	General Fund

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Goal #3: Improve Math Achievement

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
Math	Students scoring below the 30th %ile and/or not showing expected growth	K-8	iReady Math OSAS	<p>There is a need to ensure all our students are achieving at grade level and/or showing greater than expected growth.</p> <p>This year we are implementing iReady Math and Reading as our Interim Assessments and utilizing the personalized instruction piece within the classroom – in addition to our tiered support services.</p>

80% of students tested will demonstrate grade level proficiency on the OSAS assessment or demonstrate greater than expected growth, by increasing their percentile ranking, on the iReady math assessment and/or EasyCBM assessments.

Measurable Objective

Strategy 1: Implement i-Ready Math as the school's universal screening, progress monitoring, and personalized instructional system.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Administer i-Ready Math universal screeners 4 times per year.	Assessment	Classroom Teachers	8/26	6/27	General Fund SIA Fund
Utilize personalized i-Ready Math instructional pathways in the classroom.	Instruction	Classroom Teachers	8/26	6/27	General Fund SIA Fund
Review implementation progress and student growth data at data team meetings.	Progress Monitoring	Administration and Classroom Teachers	8/26	6/27	General Fund SIA Fund

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Strategy 2: Implement Tier 2 and Tier 3 Math interventions and supports with fidelity.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Identify students in need of interventions	Collaborative work	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Develop and implement regularly scheduled collaborative data team meetings to reassess and adjust plans for students in need.	Collaborative work	Interventionists lead Classroom Teachers participate, collaborate, and implement	8/26	6/27	General Fund SIA Fund

Goal #4: Improve Literacy achievement

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
ELA	Students scoring below the 30th %ile and/or not showing expected growth	K-8	OSAS, iReady Reading	<p>The number of students demonstrating grade level proficiency in ELA has diminished since the pandemic, and there is a need to ensure all our students are achieving at grade level and/or showing greater than expected growth.</p> <p>This year we are implementing iReady Math and Reading as our Interim Assessments and utilizing the personalized instruction piece within the classroom – in addition to our tiered support services.</p>

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80% of students tested will demonstrate grade level proficiency on the OSAS assessment or demonstrate greater than expected growth, by increasing their percentile ranking, on the, iReady Reading assessment and/or EasyCBM

Measurable Objective

Strategy 1: Implement i-Ready Reading as the school's universal screening, progress monitoring, and personalized instructional system.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Administer i-Ready Reading universal screeners 4 times per year.	Assessment	Classroom Teachers	8/26	6/27	General Fund SIA Fund
Utilize personalized i-Ready Reading instructional pathways in the classroom.	Instruction	Classroom Teachers	8/26	6/27	General Fund SIA Fund
Review implementation progress and student growth data at data team meetings.	Progress Monitoring	Administration and Classroom Teachers	8/26	6/27	General Fund SIA Fund

Strategy 2: Implement Tier 2 and Tier 3 ELA interventions and supports with fidelity.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Identify students in need of interventions	Collaborative work	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/26	6/27	General Fund SIA Fund
Develop and implement regularly scheduled collaborative data team meetings to reassess and adjust plans for students in need.	Collaborative work	Interventionists lead Classroom Teachers participate, collaborate, and implement	8/26	6/27	General Fund SIA Fund

III. Completed School Self-Assessment (provided by the district). This form and related documentation are due no later than October 31. Examples of what is required or suggested as evidence include:

- A current staff list with FTE, hire dates, assignments and attendance rates
- Copies of all staff ODE/TSPC registration
- Copies of teacher certifications (as required by charter)
- Audited financial statements for the prior fiscal year, including all required audit reports and any management letters or board communications issued to the Charter School in connection with the independent audit.
- Description of lottery process
- A list of all 8th graders and their high school transition goal or a list of all 12th graders and their post high school transition plan (as applicable)
- Copies of current fire, safety and sanitation reports
- School calendar, number of annual instructional minutes and professional development plan
- A list of all suspensions, expulsions or removals of students for the most recent completed school year
- Board minutes from July 1, 2023 to date
- A list of current board members and their dates of service
- Copies of current insurance certificates

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Below is a copy of the information requested in the School Self Assessment provided by 4J and completed by CCCS.



Charter School Self-Assessment
2025-26 Review, and Transitioning to 2026-27 SY

School Name: Coburg Community Charter School

Complete the self-assessment by responding to each statement, providing an explanation/description of the evidence supporting compliance and the location of the evidence. For any 'no' answers, propose a plan for correcting the situation. The corrective plans may be included in the text of the responses on this form or as an attachment. Any additional comments are welcome in the response text or as an attachment. The completed self-assessment and any corrective plans or comments are to be submitted at the time of the review. Please check the box at the end of this assessment if there are any attachments, and list the titles of such documents.

I. Health & Safety

A) The facility is clean and orderly. Yes ☒ No ☐ Evidence/Location:
Provide the date of the most recent sanitation report and the name of the company/individual providing the report.
Daily and summer cleaning logs

B) The facility meets safety and fire codes. Yes ☒ No ☐ Evidence/Location:
Provide the date of the most recent fire and safety inspections.
Fire alarm inspection 3/26/26
Fire extinguisher inspection 12/11/25
Fire Safety Inspection 3/27/26

C) The school has emergency protocols in place and protocols are reviewed with staff/students.
Yes ☒ No ☐ Evidence/Location:
Staff handbook and meeting agenda. Annual safety training w/ CPD each September.

D) All staff and students participate in fire and earthquake drills.
Yes ☒ No ☐ Evidence/Location:
Drill binder

E) A sufficient number of staff has completed first aid, CPR, and blood borne pathogen training.
Yes ☒ No ☐ Evidence/Location:
in-house trainings spreadsheet

F) The school has a policy for administering medication to students and maintains appropriate documentation.
Yes ☒ No ☐ Evidence/Location:
Board policy, staff handbook, student/family handbook, office binders

G) The school has a volunteer background check policy and process.
Yes ☒ No ☐ Evidence/Location:
Volunteer Coordinator, family handbook and website

II. Personnel

A) Fingerprinting and background checks have been conducted on all staff.
Yes ☒ No ☐ Evidence/Location:
Business office, HR files

B) All staff is TSPC licensed or registered with ODE as required by Charter law.
Yes ☒ No ☐ Evidence/Location:
Business office, HR files

C) The school has a procedure for determining a teacher's highly qualified status.
Yes ☒ No ☐ Evidence/Location:
Business office, HR files

F) Staff has adequate opportunities for professional development.
Yes ☒ No ☐ Evidence/Location:
staff handbook, school and professional development calendars

E) The school has a personnel policy that includes a process for evaluating employees and dealing with performance concerns.
Yes ☒ No ☐ Evidence/Location:
staff handbook

F) All staff receives child abuse report training.
Yes ☒ No ☐ Evidence/Location:
staff handbook, SafeSchools/Vector training annually, professional development calendar

III. Student Records/Data

A) The school maintains, requests and releases education records for each student consistent with legal requirements.

Yes ☒ No ☐ Evidence/Location:
Main office

B) The school maintains and reports enrollment and attendance data as required by the district.

Yes ☒ No ☐ Evidence/Location:
Synergy, ODE database

IV. Curriculum and Instruction

A) Curriculum is aligned with Common Core Standards (Math, English/Language Arts) or state standards.

Yes ☒ No ☐ Evidence/Location:
Scope and Sequence; Horizontal/Vertical Alignment

B) The school implements some form of progress monitoring.

Yes ☒ No ☐ Evidence/Location:
Intervention process document and data team spreadsheets

C) The school follows state requirements for graduation (credit, personalized learning standards and essential skill requirements).

Yes ☒ No ☐ N/A ☐ Evidence/Location:
DNA, we do required LPAs

D) The school has a plan for supporting students in meeting the essential skill requirements.

Yes ☒ No ☐ N/A ☐ Evidence/Location:
LPAs, Data Team, Report Cards

E) There are established criteria for awarding credit/grades.

Yes ☒ No ☐ Evidence/Location:
If credit by proficiency is a method for earning credit, describe the criteria used.
report cards, staff handbook

F) Grades/progress are reported to students and parents/guardians in a timely manner.

Yes ☒ No ☐ Evidence/Location:
report cards, synergy, cumulative files

G) The school offers a standard diploma, modified or extended diploma (as appropriate) and an alternate certificate.

Yes ☒ No ☐ N/A ☐ Evidence/Location:
N/A

H) Students participate in district and state assessment as required.

Yes ☒ No ☐ Evidence/Location:
OSAS Reports

VI. Other:

A) The school complies with IDEA and 504 requirements and implements each eligible student's IEP or 504 plan.

Yes ☒ No ☐ Evidence/Location:
Synergy

B) The school has a non-discrimination, bullying and harassment policy that is clearly articulated to all students, staff and parents.

Yes ☒ No ☐ Evidence/Location:
Board policies, staff and family handbooks, newsletters, website

C) The school has a clear process for students, staff and parents to safely report discrimination, bullying or harassment.

Yes ☒ No ☐ Evidence/Location:
Board policies, staff and family handbooks, newsletters, website

D) The school the school maintains record of all discrimination, bullying or harassment complaints filed by students, staff and parents.

Yes ☒ No ☐ Evidence/Location:
Board policies, staff and family handbooks, office files

E) The school has clear discipline procedures that are communicated to staff, students and parents.

Yes ☒ No ☐ Evidence/Location:
Board policies, staff and family handbooks

F) The school maintains records of all disciplinary actions.

Yes ☒ No ☐ Evidence/Location:

Synergy, Minor reporting documents, teacher logs

G) The school has clear procedure for resolving complaints against the charter school.

Yes ☒ No ☐ Evidence/Location:

Board policies, staff and family handbooks

H) The school maintains documentation of any formal complaint and its resolution.

Yes ☒ No ☐ Evidence/Location:

Board policies, staff and family handbooks, board minutes and files

I) The school maintains a governance structure as defined by the charter agreement.

Yes ☒ No ☐ Evidence/Location:

Board Policies

Additional Comments and/or Corrective Plans Attached: Yes ☐ No ☒

(If yes, please list the documents attached. Examples include evidence of teacher licensure, inspection reports, etc.)

Form completed by: David Wallace 9/11/26
(Name/Title) (Date)

Director/Principal Signature:  9/11/26
(Name/Title) (Date)

CHARTER SCHOOL CONTRACT
Coburg Community Charter School

THIS CONTRACT, dated this 1st day of July, 2017, is made and entered into by and between the **LANE COUNTY SCHOOL DISTRICT NO. 4J** ("District") and **COBURG COMMUNITY CHARTER SCHOOL**, an Oregon nonprofit corporation ("Charter School").

RECITALS

WHEREAS:

A. The Oregon Legislature has enacted ORS Chapter 338 for certain purposes enumerated in that chapter.

B. On November 15, 2010, an application was submitted by the Charter School to the District for the formation of a public charter school to operate within the District. The District determined that the application ("Application") submitted by the Charter School was complete and complied with the requirements of ORS 338.

C. On January 19, 2011, the District Board held a public hearing on the provisions of the Application in accordance with ORS 338.055 and evaluated the criteria set forth in ORS 338.055. On February 2, 2011, the District Board voted to approve the charter application for the formation of Coburg Community Charter School as a public charter school to operate within the District for an initial period of three years, based on the Board's determination that the Charter School had demonstrated sustainable support for the charter school by teachers, parents, students and other community members; prospective financial stability and the ability to have a sound financial management system in place at the time the school would begin operations; the capability to provide a comprehensive instructional program to students outlined within its application; the capability to provide a comprehensive instructional program to students identified as academically low achieving; the responsiveness of the proposal to requirements of the proposal process. In July 2011, the District and the Charter School entered into the first three-year contract, which expired on June 30, 2014.

D. On August 27, 2013 the Charter School submitted an application for a contract renewal. On January 19, 2014 the District Board approved renewal of the Coburg Community Charter School for an additional three years, based on annual reviews that showed that the school was performing in alignment with its charter proposal, was operating in compliance with all applicable state and federal laws, was in compliance with all provisions of its charter school contract, has responded satisfactorily to the district and provided the required information for annual reviews, was meeting or exceeding the student performance goals and agreements, was fiscally stable and had maintained a sound financial management system, and was in compliance with any renewal criteria specified in its charter. In July 2014, the District and the Charter School entered into a three-year contract renewal, which expired on June 30, 2017.

E. On November 29, 2016 the Charter School submitted a letter requesting a renewal of the Contract. On January 11, 2017 the District Board conducted a public hearing on

the renewal of the Contract with the Charter School and received a recommendation from the superintendent to approve the renewal, based on annual reviews that showed that the school was performing in alignment with its charter proposal, was operating in compliance with all applicable state and federal laws, was in compliance with all provisions of its charter school contract, has responded satisfactorily to the district and provided the required information for annual reviews, was meeting or exceeding the student performance goals and agreements, was fiscally stable and had maintained a sound financial management system, and was in compliance with any renewal criteria specified in its charter.

F. On February 1, 2017 the District Board approved renewal of the Coburg Community Charter School's Charter for an additional ten years.

G. The Charter School is an established nonprofit organization under the laws of the State of Oregon, exempt under § 501(c)(3) of the Internal Revenue Code and is not associated with a nonpublic sectarian school or a religious institution, or otherwise religiously based.

H. ORS Chapter 338 contemplates and the parties agree that this Contract between the Charter School and the District will constitute the full and complete agreement between the parties regarding the governance and operation of the Charter School. The Charter School and the District will agree annually to an updated list of goals, included in the School Improvement Plan.

I. The parties desire that the Charter School operate and conduct its affairs in accordance with the terms of the Contract, District Board Policy LBE and ORS Chapter 338.

NOW THEREFORE, in consideration of the foregoing Recitals and the mutual understanding, covenants and consideration herein described, the parties agree as follows:

AGREEMENT

1. Grant of the Charter.

The Charter School is granted, in accordance with ORS Chapter 338 and the terms and conditions of this Contract, a charter to operate the Charter School as described herein.

2. Effective Date.

This Contract shall commence effective July 1, 2017.

3. Term and Renewal.

3.1. **Term.** The Contract term will be ten years, beginning on the effective date under Section 2, and expiring June 30, 2027.

3.2. **Renewal.** In the tenth year of the term, the Charter School may request renewal of the Contract. The renewal application will be processed according to the requirements of ORS 338.065(5), the District Charter School Contract Renewal

Process, as directed by District Board Policy.

3.2.1. The request for an extension or renewal must be submitted to the District no later than October 31, 2026. The request will state the requested length of the extension or the renewal term.

3.2.2. The renewal decision will be based on the good faith evaluation by the District Board of whether the Charter School:

- (a) Is performing in relation to representations made at the time this Contract was approved;
- (b) Is in compliance with all applicable state and federal laws;
- (c) Is in compliance with the existing Contract between the Charter School and the District and any other written agreements between the District and the Charter School;
- (d) Has responded to requests or requirements made by the District in relation to annual reviews,
- (e) is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the District and the Charter School;
- (f) Is fiscally stable and has maintained a sound financial management system; and
- (g) Is in compliance with any renewal criteria specified in the Contract.

3.2.3 Assuming all requested materials are provided to the District in a timely manner, the District Board will make a renewal decision on or about February 1 of the tenth year of the Contract term.

4. **Grade Range, Educational Program, Curriculum, and Student Assessment.**

4.1. **Age and Grade Range.** The age requirements for students in any grade shall be the same as applicable state law, if any. The total number of full-time students allowed to be enrolled at the Charter School shall not exceed 234. The Charter School will provide instruction for Kindergarten through Grade 8.

4.1.1. Full-time enrollment will be measured in terms of average daily membership (ADM) as defined in state law, before the application of any additional weighting. ADM, for enrollment purposes only, will include all students enrolled in the Charter School regardless of district residency, as defined in ORS 338.

4.2. **Curriculum.**

4.2.1. The District agrees to waive its curricular requirements, to the extent permitted by state law, but subject to the implementation of the Charter School's instructional programs outlined in its Application, and as amended herein. The Charter School shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Contract, in a manner that is consistent with state law.

4.2.2. The educational program, pupil performance standards and curriculum designed and implemented by the Charter School shall meet or exceed any content standards adopted by the State of Oregon and shall be designed to enable each pupil to achieve such standards. The Charter School shall ensure that all students have access to the instructional program (core curriculum). The Charter School agrees to comply with all state requirements concerning academic content areas as defined in ORS 329.045.

4.2.3. The Charter School agrees to obtain prior approval from the District before making a fundamental change to the educational program outlined in its application. A fundamental change is defined as changing the core curriculum of the Charter School, changing the academic focus of the Charter School, or adopting a curriculum that does not meet district or state standards. The District may, at its sole discretion, approve or disapprove fundamental changes in the educational program.

4.2.4 The Charter School Board will establish a written policy for resolving complaints against the Charter School, including complaints regarding curriculum, and the Charter School shall comply with such policy.

4.3. **Student Assessment.**

4.3.1 The Charter School will be in compliance with state and federal requirements for student assessments.

4.3.2 The Charter School will administer the Oregon statewide student assessments, which will be administered on the same schedule the District uses. If state law requires additional grades to be included, the Charter School will administer those assessments as well. In addition, if requested by the District, off-year tests will also be given, using the same vendor as the District, provided that the District agrees to pay the expenses of such tests. If the Charter School requests the off-year tests, it will assume responsibility for the expense of such tests. If at any time the statewide assessments are no longer required by state law or state regulation, and if the District elects to administer an alternative test or assessment, then the Charter School will administer such alternative test or assessment for its students in the same grades as required District-wide, using the same vendor as the District, provided the District agrees to pay the expenses of such tests. Statewide test scores and the percent of children meeting or exceeding benchmarks will be reported for all students. The Charter School will encourage student participation in the statewide assessments.

4.3.3 The Charter School shall provide the technology hardware and network infrastructure required to conduct the Oregon student assessments online and report the data to the district.

4.4. **Records.** The Charter School shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law. The Charter School shall cooperate with the District by providing any reports or records to the District that the parties mutually agree are necessary to meet the District's reporting obligations to the Oregon Department of Education or the U.S. Department of Education. The Charter School shall provide any reports or records to the District that the District deems necessary to meet the District's legal requirements under the IDEA or Section 504 or state laws governing students with disabilities. The records could include but are not limited to cumulative files, special education files, working files, student files, teacher files, behavioral files, emails, text messages and any other record related to the child, regardless of location or form. The District shall provide the Charter School with a list of records and information it believes are required for the District to meet its state reporting requirements; and the parties will agree on the scope and form of such records and information and when to provide it. The Charter School will work with the District to meet the District's requirements, and the Charter School recognizes that it has the responsibility for the input of such data into District or state computer systems. The District shall be responsible for licensing and installing systems and for training Charter School staff on the use of these systems, at no cost to the Charter School. All records established and maintained in the operations of the Charter School shall be open to inspection by the District. Should the Charter School close, all educational records for resident district students will be transferred to the District.

4.5. **Nonreligious and Nondiscrimination.** In compliance with ORS 338.035(8), the Charter School shall not be affiliated with a nonpublic sectarian school or a religious institution. In compliance with ORS 338.115(4), the Charter School shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based. In compliance with 659.850, no person of the Charter School shall be subjected to discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sexual orientation, gender identity or sex. In compliance with ORS 338.125(2), the Charter School shall not limit student enrollment based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language or athletic ability, but the Charter School may limit admission to students within a given age group or grade level.

4.6. **Open Enrollment.**

4.6.1. **Voluntary Enrollment; Who is Eligible.** Student enrollment in the Charter School will be voluntary. All students who meet age requirements applicable to a particular grade level will be eligible for enrollment. Other than the age of a student and the preferences allowed by law (see Section 4.6.4) and

any waivers approved by the State Board of Education, there will be no criteria for selection of students. A student will be deemed admitted to and enrolled in the Charter School when the student's application has been unconditionally accepted by the Charter School following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied. Enrollment of special education students will be governed as described in Section 4.6.5.

4.6.2. Phased Enrollments. The Charter School shall be allowed to conduct a multi-phase enrollment process. At the election of the Charter School each year, there may be a series of open enrollments, provided the process conforms to this Contract. Each year, the Charter School will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of the Charter School. The Charter School board will approve any forms and policies that may otherwise be needed to govern the enrollment process, and may change those from time to time as they determine what works best.

4.6.3. Application Process; Enrollment Process. On a date set by the Charter School board, prospective students may apply for admission to the Charter School for the school year that begins the following September. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed, then all the applications will be accepted (including applications from nonresidents).

If the number of applications received is greater than the maximum number of students allowed, then the Charter School will conduct an equitable lottery, in a manner determined by the Charter School and consistent with state law, to admit the maximum allowed number of students and to create a waiting list for subsequent admission should a space become available at a later date. Order of priority on the waiting list also will be determined through the lottery process.

- (a) District residents shall have priority for admission into the Charter School and shall be allowed to fill all enrollment slots in the Charter School.
- (b) Children selected for enrollment in the Charter School must be at least five (5) years old by September 1 of the school year they will be enrolled in the Charter School unless they have met the District's criteria for early enrollment, as required by ORS 336.092.
- (c) The Charter School must comply with the provisions of ORS 339.115, Admission of Students.

4.6.4 Enrollment Priorities. As provided in ORS 338.125, the Charter School may give admissions preference to (1) students who were enrolled in the Charter School in the prior year; (2) applicants who have siblings who are presently enrolled in the Charter School and who were enrolled in the Charter School in the prior year; and, (3) children living within the former attendance boundaries of the Coburg Elementary School, in accordance with HB3313,

contingent upon board approval.

4.6.5 Special Education Students.

(a) The Charter School application form will ask if the applicant has an Individualized Education Program ("IEP") under the Individual with Disabilities Education Act ("IDEA"). For any prospective student with an IEP, the Charter School will notify the District special education representative as soon as possible, and a representative from the Charter School will attend the IEP team meeting at which the team will determine whether or not the Charter School can provide the level of service required in the placement documentation. If the IEP team cannot meet before the Charter School holds its enrollment lottery under Section 4.6, then the IEP student(s) will be included in the lottery as if the placement had been approved. Any student with an IEP whose application is accepted will receive a conditional acceptance; the acceptance and enrollment will become final when the IEP team has determined that the Charter School can provide the appropriate level of service.

(b) The Charter School will admit students without regard to their status as special education students, if the student's IEP team determines that the level of service and support available at the Charter School is the appropriate placement. The parties intend by this process to ensure that the Charter School does not unintentionally discriminate against enrolling special education students or otherwise violate applicable laws.

4.7. **Minimum Enrollment.** The minimum enrollment for each school year shall be 25 full-time students. The District may terminate this Contract if student enrollment in the Charter School falls under 25 students during any school year, as provided in ORS Chapter 338. For purposes of this Contract full-time student means a student who is receiving more than one half of his or her instructional program at the Charter School.

4.8. **Dual Enrollment.** Unless specified in an IEP, the Charter School shall not permit a Charter School student to attend on a full-time or part-time basis, both the Charter School and another public school, another public charter school (including on-line charter schools), or a non-public school without prior approval of the District. If the Charter School becomes aware that any student at the Charter School is enrolled and attending another public school, another public charter school, or a non-public school on such a full-time basis or part-time basis, the Charter School will notify the District and will request that the parent of such student take appropriate action to reduce the student's full-time enrollment and attendance to one school.

4.9. **Student Attendance, Conduct and Discipline.** The Charter School shall maintain current and accurate enrollment data and daily records of student attendance and shall provide these data to the District through the District's Student Information System. (Refer to Section 6.2 of this Contract for detail.) The Charter

School shall maintain a system of uniform student discipline and shall notify its students of the students' rights and responsibilities as provided in Charter School policy. The Charter School board may amend its policies from time to time as provided in Section 10.4. The Charter School shall notify the District immediately upon a student being expelled from the Charter School. The Charter School and the District shall extend full faith and credit to the suspension and expulsion of a student of the other, unless both parties agree in writing to a variance from this requirement.

4.9.1. The Charter School shall comply with all IDEA and 504 disciplinary requirements. For students with Individualized Education Programs or Section 504 plans, the Charter School shall notify the District special education representative of all in-school or out-of-school suspensions exceeding five days. The Charter School will supply necessary discipline data and fully participate in manifestation determination meetings conducted by the District representative for students with IEPs or 504 plans prior to the 10th day of removal. The Charter School shall follow 504 guidelines in conducting manifestation determination meetings for students with 504 plans.

4.10. **Education of Students with Disabilities.** The District and Charter School shall comply with all District policies and regulations and the requirements of federal and state laws concerning the education of children under the Individual with Disabilities Education Act ("IDEA"). Compliance by the Charter School includes, but is not limited to, the following:

4.10.1. The Charter School shall comply with all District policies regarding discipline of special education students.

4.10.2. The Individual Education Program (IEP) team is determined by federal law. A student's 504 team is also determined by federal law. The Charter School will have at least one certified classroom teacher of each enrolled special education student or 504 student serve on the IEP or 504 team.

4.10.3. The student's IEP team will determine the appropriate educational program, supports and placement level for the student. The Charter School shall abide by the IEP team's decision on program (direct and related services) and placement level.

4.10.4. For IDEA eligible students, those services that the IEP team, the District and the Charter School mutually agree would be best delivered by District employees, the Charter School will make every reasonable effort to work closely with District staff to assist in the effective delivery of the services, including implementing all accommodations, and/or modifications specified on the student's IEP. The Charter School will make every effort to educate and provide special education services to students with disabilities in the least restrictive environment possible. The Charter School will see to it that its staff has received special training when necessary for the delivery of special education services that will be conducted by its staff, as agreed to by the District, the IEP team, and the Charter School. In the event that the District contracts with the Charter School to provide special education services, the special education services will be funded

as described in Section 6.2.3.

4.10.5. If, after a student is enrolled in and attending the Charter School, the staff and employees of the Charter School suspect a student may be eligible for special education and related services under IDEA or Section 504 (Child Find), the Charter School shall comply with the District practices and policies for conducting a pre/referral meeting to determine if the student will be evaluated for a suspected disability. The Charter School shall notify the District and shall cooperate with the District if a Charter School student may need evaluation to determine eligibility for special education. Any student referred for a special education evaluation shall remain enrolled at the Charter School unless an IEP team determines that the Charter School cannot meet the student's level of support (placement).

4.10.6. The District has the discretion to determine which specialized programs will be offered on site at the Charter School site.

4.10.7. The Charter School shall not change the student's IEP, placement or eligibility without IEP team action. The student's IEP, eligibility or placement team must include a representative from the District.

4.10.8. Special education transportation will only be provided to a Charter School special education student if it is a related service on the Charter School student's IEP. For students who reside outside of the district, special education transportation will be provided on an existing special education route within the 4J boundary to and from the charter school.

4.10.9. The Charter School shall provide substitutes for the Charter School staff who are required to attend IEP meetings or other meetings related to a Charter School special education student during the instructional day at the Charter School expense. The District shall pay the expense of the attendance of the Charter School staff attending the meeting during the instructional day, as a related expense.

4.11. Student Welfare and Safety.

4.11.1. The Charter School shall comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities.

4.11.2. The Charter School is responsible for the reporting of sexual conduct, child abuse and neglect in accordance with state and federal law.

4.11.3. The Charter School shall immediately inform the District Liaison of any report regarding sexual conduct, child abuse and/or neglect.

4.11.4. The Charter School shall comply with state and federal law relating to drug administration to students.

4.11.5. The Charter School shall comply with OAR 548-020-0041, the Teacher Standards and Practices Commission requirements that the chief administrator report certain acts of gross neglect of duty by licensed staff.

4.12. **School Year; School Day; Hours of Operation.** The Charter School may be flexible in its calendar and in the scheduling of its daily activities, provided it conforms to any requirements of state law. However, the Charter School anticipates that its annual calendar will generally match the calendar of the District, and the Charter School may maintain a typical nine month school year for its regular academic program. The number of instructional hours during each school year will comply with requirements of state law.

4.13. **Alternative Education Model.** Subject to applicable state law, federal law, and the terms of this Contract, the Charter School shall be allowed to promote and implement learning situations that are flexible with regard to environment, time, structure and pedagogy. If the Charter School determines to send a student to an alternative education program, the Charter School shall pay the full cost of such program. All such placements shall be approved in advance by the District.

5. **School Improvement Plan . Procedures for Corrective Action.**

5.1. The Charter School shall complete and submit to the District a School Improvement Plan by October 1 in each year of the Contract. The School Improvement Plan shall include student performance data, financial data, improvement goals, an action plan and a procedure for evaluating the Charter School's progress for meeting its goals and action plans. The School Improvement Plan will be updated annually, and reviewed and approved by the District as a part of the District's annual review of the Charter School.

5.2. As provided in OAR 581-026-0100(2)(c)-(d), the School Improvement Plan shall establish the performance standards under which the Charter will be evaluated. It will include objective and verifiable measures of student achievement as the primary measure of school quality, and it shall define the sources of academic and other data that will form the evidence base for ongoing and renewal evaluation.

5.3. As provided in OAR 581-026-0100(2)(f), the Charter's goals shall be specific in nature and shall include clear, measurable performance standards so that the District and the Charter can assess the effectiveness of the Charter's mission-specific performance measure and metrics that credibly demonstrate the Charter's success in fulfilling its mission and serving its students.

5.4. If the Charter School fails to meet any performance goal set forth in its Plan for two consecutive years, a corrective action plan will be initiated.

5.4.1. The Charter School shall develop a detailed, specific plan to address the underperforming area(s), based on best practice, which will include a relevant professional development plan. The district will approve the plan.

5.4.2. The Charter will demonstrate progressive improvement on the corrective action plan, working with District staff to determine reasonable measures of assessment.

If, after these steps are completed and reasonable goals (as set with the Charter program director and District staff) are not met within an additional year from when the corrective action plan is developed, the District may begin the process of terminating the Charter School's operation as a public charter school under Section 8.6.1.a of this Contract.

6. Financial Matters, Funding, Annual Budgets, Annual Audit.

6.1. **No Tuition, Fees.** The Charter School will not charge tuition to students, except as may be allowed under ORS 339.155 or other applicable law. As noted in ORS 338.115, the following laws shall apply to the Charter School: ORS 339.141, ORS 339.147, and ORS 339.155. In accordance with state law, the Charter School may charge reasonable fees for the processing of applications, instructional materials, after-school programs, and student activities, those items described in ORS 339.155 and other items where not prohibited by applicable law. The Charter School shall waive all fees for indigent students in accordance with applicable federal and state law.

6.2. Annual Funding.

6.2.1. **Student Enrollment, Attendance Records.** In addition to the requirements of Section 4.9, the Charter School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013.

6.2.2. Calculating ADMw and Funding.

(a) For each school year, the District shall provide funding to the Charter School in accordance with ORS 338.155(2), as that formula may be changed from time to time, subject to any modifications made by the parties in this Contract. Until the law is changed or the parties otherwise agree by amendment of this Contract, the funding shall be the sum of the following subparagraphs (b) and (c).

(b) Funding related to elementary and middle school students shall be the product of (i) the District's "Charter Schools Rate (ORS 338.155); multiplied by (ii) the Charter School ADMw for elementary and middle school students; multiplied by (iii) 80%.

(c) State School Fund Grant payments by the District to the Charter School

from July through April will be based on ADM projected by the Charter School as of November 15 in each year of the contract, as required below in Section 6.2.5. ADM will then be weighted according to the District's Adjusted Poverty Factor, by dividing the District's weighting for Students in Poverty by the District's ADMr and multiplying that percentage by the Charter School ADMr.

(d) In May, State School Fund Grant payments by the District to the Charter School will be based on ADM projected by the District. This calculation will represent actual second quarter ADM for the Charter School, multiplied by the average of the difference in Charter School ADM from December to June for the two prior years in accordance with ORS 327.099.

(e) Adjustments to State School Fund payments by the District to the Charter School, to reflect final, actual ADMw and state resources, will be made in May of the subsequent year in accordance with ORS 327.101.

(f) In accordance with ORS 338.155(8), the District will send State School Fund Grant payments to the Charter School within 10 days after receiving payments from the State School Fund.

(g) In the event that the District terminates or does not renew the Contract with the Charter School, the final adjustment to the State School Fund payment by the District to the Charter School will be made in the last payment that is required by the terms of this Contract.

6.2.3. The funds from the Oregon Department of Education representing the Average Daily Membership weighted (ADMw) for special education for Charter School special education students shall be retained by the District..

6.2.4. **Title I.** The District shall provide to Charter School the appropriate Title I funds, if determined eligible by the District, using the same formula and allocation procedures as it does for District schools. The use of Title I funds shall be governed by federal regulations and District oversight.

6.2.5. **District Fees.** The District may charge fees to the Charter School to provide administrative and support services that are in the mutual interest of the District and Charter School on the basis of actual District cost of services. The District shall use the direct method, rather than the indirect method, of charging the District's grant administration for those grants administered by the District.

6.2.6. **Reports to District.** The Charter School shall provide the District with current student data as required in Sections 6.2.1 to 6.2.3, for each school year, through the District's Student Information System. The Charter School shall provide three-year enrollment and ADMr projections, not to exceed 234 students as described in Section 4.1 to the District by November 15 of each year of the Contract. Nothing in this section shall limit the District's right to require additional relevant reports as necessary for the District to meet its duties imposed by law.

6.2.7. **End of State Funding.** The financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the State of Oregon, and the District has no obligation to fund Charter School operations if State funding does not occur.

6.3. **Budgets, Financial and Cash Flow Projections: Financial Reporting.**

6.3.1. On or before January 31 of each year of the charter contract, the Charter School shall submit to the District its proposed budget for the following school year and three-year financial and cash flow projections, so that the District can review them as part of its consideration of the Charter School's financial stability. Annual budgets must be revised by October 15 to reflect actual state funding and enrollment levels for the year. The Charter School shall be responsible for all costs associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in this Contract.

6.3.2. The Charter School must provide to the District a balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, and a Budget Projection Summary in a format provided by the District. Financial reports must be provided on a quarterly basis, by the 30th day of October, January, April and July of each year of the contract. Financial reports must show the results of all operations and transactions affecting the financial status of the Charter School and reflect all funds, including grants, with separate reports for each fund. The District reserves the right to request additional financial reports and projections on an as-needed basis.

6.4. **Fiscal Agent.** The Charter School shall act as its own fiscal agent.

6.5. **Fiscal Year.** The fiscal year of the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

6.6. **Financial Records, Audits and Accounting Reports.** The Charter School shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. In accordance with ORS 338.095(2), in each year of the charter contract, the Charter School shall have a fiscal year-end audit of the accounts of the Charter School. The audit shall be prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990 in the governmental model and conducted by an auditor licensed to perform municipal audits. The Charter School shall submit the fiscal year-end audit to the District by October 15th, of each year. The fiscal year-end audit shall also be forwarded by the Charter School to the State Board of Education and the Department of Education.

6.7. **Financial Management.** The Charter School, through its Board of Directors, shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenue derived by the Charter School, and shall maintain a sound financial management system, as required in ORS 338.065.

6.7.1. The Charter School must prepare its financial statements in

conformity with Generally Accepted Accounting Principles (GAAP) and shall comply in all instances with applicable governmental accounting and reporting requirements.

6.7.2. The Charter School must maintain and implement sound financial practices as defined by law and administrative rule. At a minimum, the practices must include:

- (a) Procedures reflecting cash management, investment practices and financial reporting;
- (b) Balance sheets reflecting a summary the Charter School's assets and liabilities; and
- (c) Segregation of duties of those providing reports.

6.8. **Other Sources of Funds for Charter School; Fund Raising.** In addition to the funding under Section 6.2, the Charter School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9).

6.8.1. The Charter School shall comply with all state and federal laws regarding reporting of charitable contributions. The Charter School shall record all gifts, donations, loans, and grants in the financial records required in Section 6.6.

6.8.2. As provided in ORS 338.125(10), the Charter School may conduct fund raising activities, but shall not require a student to participate in fund-raising activities as a condition of admission to the Charter School.

7. **Building and Facilities.** The Charter School shall have the responsibility for its buildings and facilities unless otherwise agreed to in a lease.

8. **Governance and Operation.**

8.1. **Corporate Status: Governing Board.**

8.1.1. The Charter School will remain an Oregon nonprofit corporation throughout the term of this Contract (including extensions and renewals). The Charter School will conduct operations as set forth in this Contract and in accordance with the Charter School's Bylaws.

8.1.2. The Charter School shall operate in accordance with its Articles of Incorporation and Bylaws. If the Charter School makes any changes to its Articles of Incorporation or Bylaws, within thirty (30) days thereafter it will give copies of the changes to the District. If the District believes that any such changes violate either this Contract or state or federal law, it will so notify the Charter School. If the Charter School agrees, it will make necessary changes to the Articles or Bylaws to conform to this Contract or the applicable law; if the parties do not agree, the matter will be resolved under dispute provisions of this Contract.

8.1.3. The size of the Board may vary from time to time, in accordance with the Bylaws and applicable law. The Board may elect Board members who are parents of Charter School students or other individuals providing support to the Charter School.

8.2. **Public Meetings and Public Records.** The Charter School and its Board of Directors, when acting as the Governing Body of the Charter School, will be subject to the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.690, and Oregon Public Records Law, ORS 192.410 to 192.505.

8.3. **Operational Powers and Responsibilities.** Subject to applicable federal and state laws and any restrictions in this Contract, the Charter School shall have the authority to exercise independently all powers granted to nonprofit corporations and charter schools under Oregon law. The Board will have overall responsibility for the Charter School, including adopting goals and policies, ensuring compliance with applicable laws and this Contract, overseeing financial management, assessing performance, and hiring and overseeing the school's employees. In accordance with the goals, policies and directives adopted by the Board, the Charter School Board will oversee day-to-day operations, including financial, operational, personnel, and disciplinary functions.

8.4. **Third-Party Contracts; Contracts with District.** The Charter School shall not enter into any contract for comprehensive school management services to be performed in substantial part by an entity not a party to this Contract without prior District approval. The parties may elect to enter into additional agreements between them including, without limitation, agreements whereby the District will provide certain services to the Charter School.

8.5. **Annual Report and Review.**

8.5.1. The Charter School will submit an annual report to the District and to the State Board of Education in accordance with ORS 338.095(2) on the performance of the Charter School and its students. This report will include information necessary to make a determination of compliance with the requirements of ORS Chapter 338, including the following:

- (a) Summary data on the progress toward meeting its academic goals and objectives, such as the assessment information described in Section 4.3.
- (b) Attendance and student discipline information.
- (c) Parental involvement and surveys results relating to student and parental satisfaction.
- (d) The audit required under Section 6.6.
- (e) Evidence of insurance policies required under Section 10.1.
- (f) Evidence of compliance with Section 9.1 on Staff Qualifications.

- (g) New policies adopted by the Charter School Board that have not previously been given to the District and an outline of new policies, if any, that the Board intends to consider adopting in the following school year.
- (h) Evidence of compliance with Section 6.7 on Financial Management.
- (i) Other information as requested by the District and in accordance with state and federal requirements.

8.5.2. The specific contents of the report may change from time to time as the parties consider which types of data and measurements are most useful.

8.5.3. The District will conduct an annual review of Charter School performance which includes a site visit and an evaluation of the annual report submitted by the Charter School.

8.5.4. In addition to any required reports under this Contract, in furtherance of the District's oversight requirements under the law and this Contract, the Charter School will produce for inspection any documents or information requested by the District within 10 days of that request.

8.6. **Termination.**

8.6.1. To the extent allowed by ORS Chapter 338, the District may revoke the charter and terminate this Contract on any of the following grounds:

- (a) Violation of or failure to meet and sustain any terms of this Contract.
- (b) Failure to meet the requirements for student performance stated in this Contract.
- (c) Failure to correct any violation of a federal or state law that is described in ORS 338.115.
- (d) Failure to maintain insurance as required by this Contract.
- (e) Failure to maintain financial stability.
- (f) Failure to maintain, for one or more consecutive years, a sound financial management system.
- (g) Endangerment of the health or safety of students.

8.6.2. Before executing the obligations and rights of termination in the manner described by ORS 338.105, the parties agree to first make a good faith attempt to resolve any dispute otherwise leading to termination in the following manner.

(a) The party with a concern about the other party's compliance with the Contract will notify the other party in writing of the concern.

(b) The responding party shall submit a written response to the concern within fifteen (15) days of the receipt of the notice of concern.

(c) If the parties are unable to agree in good faith on a resolution of the concern within fifteen (15) days of the response to the notice of concern, the termination provisions contained in ORS 338.105 may proceed.

(d) The time frames set forth in sections (b) and (c) of this section may be extended by mutual agreement of the parties.

8.6.3. In executing the obligations and rights of termination under ORS 338.105 for any of the reasons stated in Section 8.6.1(a) through 8.6.1(f), the District shall provide sixty (60) days prior written notice of its intent to terminate this Contract. The notice will state the grounds for termination and will be delivered to the business office of the Charter School.

(a) The Charter School may request a hearing from the District Board on the termination of the Contract. The request shall be in writing and delivered to the business office of the District. The District shall hold a hearing within 30 days of receiving the request. In order to conduct this hearing prior to the intended date of termination, the Charter School shall provide its request for a hearing more than 45 days before the anticipated date of termination.

(b) At the hearing, the Charter School may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. The Charter School has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence. The District Board shall make its decision at a public meeting. The District Board's decision may only be appealed to the State Board of Education according to ORS 338.105.

8.6.4. The dispute resolution process in Section 8.6.2 shall not be required prior to the exercise of any contractual right of either party under this Contract, except the right of termination under Section 8.6.3. If mutually agreed upon, the parties may use mediation services to resolve any disputes that may arise under this Contract; provided, however, that the termination of this Contract shall at all times remain subject to the provisions above.

8.6.5. The District reserves the right, without exhausting the procedures in Sections 8.6.2 and 8.6.3, to terminate the Contract immediately and close the Charter School for the endangerment of the health and safety of students, per Section 8.6.1(g) and ORS Chapter 338. If the Charter School is closed due to health or safety concerns, it may request a hearing by the District, and the District shall provide the Charter

School with the opportunity for a hearing on the termination within ten (10) days of receiving the request.

- 8.6.6. The Charter School may only terminate the Contract, dissolve or close the Charter School at the end of a semester. The Charter School shall notify the District in writing at least 180 days prior to the proposed effective date of termination, dissolution or closure of the Charter School.

9. **Employment Matters.**

9.1. **Staff Qualifications.** The administrator of the Charter School shall be licensed or registered to administer by the Teacher Standards and Practices Commission. At least one-half of the total full-time equivalent (FTE) teaching and administrative staff of the Charter School and all its subcontractors shall be licensed in accordance with ORS 342.125.. For any individual hired as a teacher in the Charter School, the Charter School shall provide the District with evidence of certification or other qualification within 60 days after the individual's initial date of hire.

9.1.1. The Charter School must provide the District with evidence of fingerprinting and background checks as confirmed by the Oregon Department of Education within 60 days of the individual's initial date of hire.

9.1.2. All teachers and paraprofessionals employed by the Charter School shall also comply with the highly qualified requirements for licensed and classified staff members as required by state and federal law.

9.2. **The Charter School as the Employer.** All provisions of this Section 9 of this Contract are subject to state and federal laws and applicable collective bargaining agreements, if any. The District shall not be the employer of any employees of the Charter School. The Charter School will be the employer of the staff at the Charter School. The Charter School will control the selection of employees.

9.3. **Staff Hiring.**

9.3.1. The Charter School's governing board, in its sole discretion, has complete authority to hire, evaluate, promote, discipline, supervise, and terminate Charter School employees, and to set all terms and conditions of employment, including all decisions regarding compensation and benefits. The Charter School will be responsible for providing substitutes for all Charter School teachers.

9.3.2. For any employee of the District who chooses to work for the Charter School, any leave of absence from the District will be governed by ORS 338.135.

9.3.3. Licensed and classified staff and other employees of the Charter School will not be included in the District's respective bargaining units. Employee membership in a labor organization and collective bargaining shall be governed by ORS 338.135.

9.3.4. The Charter School shall participate in the Public Employees Retirement System to the extent required by law.

Employee Records. The Charter School shall be responsible for requiring its subcontractors to establish and maintain personnel records for its employees, and for the maintenance, retention and disclosure of employee records, all in compliance with all applicable federal and state laws, and the right of the District to inspect such records. The Charter School and its subcontractors shall meet any and all reporting obligations to the Teacher Standards and Practices Commission ("TSPC") regarding its employees.

9.4. **Criminal Records Checks.** ORS 181A.195, 338.115(1)(h), 326.603, 326.607, 342.223, and 342.232 (relating to criminal records checks), shall apply to the Charter School. Neither the Charter School nor its subcontractors, if any, shall knowingly employ an individual or allow an individual to have unsupervised access with a student, for whom a criminal background investigation has not been initiated or who has been convicted of an offense that would preclude that individual from working in a public school in Oregon. No later than October 15th of each school year that the Charter School is in operation under this Contract, the Charter School shall provide to the District a list containing the names and job positions of all employees of the Charter School and its subcontractors. Such list shall also indicate for each employee the date of initiation of the criminal background investigation required by Oregon law.

9.5. **Employment Nondiscrimination Policy.** The Charter School will maintain in effect the Charter School's employment nondiscrimination policy and its complaint procedure.

10. **Insurance and Legal Liabilities.**

10.1. **Insurance.**

10.1.1. The Charter School shall, at its own expense, secure and retain and provide proof of the following insurance and in the amounts not less than those set forth below:

- (a) Property insurance, as required under the lease or other agreement for the facility where the Charter School is located.
- (b) Commercial and general liability insurance, \$2,000,000 combined single limit per occurrence/\$3,000,000 general annual aggregate.
- (c) Automobile liability insurance (if the Charter School owns any vehicles), \$1,000,000.
- (d) Workers ' compensation insurance as required by the State of Oregon.
- (e) Employee Dishonesty Insurance, \$100,000.

- (f) Child abuse and molestation, \$1,000,000.

10.1.2. As part of its annual report under Section 8.5, and at any time thereafter upon request of the District, the Charter School shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination to the attention of the Superintendent of the District.

10.2. **Compliance with Laws; Non-Exemption from Certain Laws.** The Charter School will comply with all applicable federal, state, and local laws and regulations (including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools). As provided in ORS 338.115(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to the Charter School, the following laws shall apply to the Charter School:

- (a) Federal law;
- (b) ORS 30.260 to 30.300 (tort claims);
- (c) ORS 192.410 to 192.505 (public records law);
- (d) ORS 192.610 to 192.690 (public meetings law);
- (e) ORS chapters 279A, 2798 and 279C (Public Contracting Code);
- (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- (g) ORS 326.565, 326.575 and 326.580 (student records)
- (h) ORS 181A.195, 326.603, 326.607, 342.223 and 342.232 (criminal records checks);
- (i) ORS 329.045 (Academic Content Standards and Instruction);
- (j) ORS 329.451 (high school diploma, modified diploma, extended diploma and alternative certificate);
- (k) ORS 329.496 (physical education);
- (l) The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485(2);
- (m) ORS 337.150 (Textbooks);
- (n) ORS 336.840 (use of personal electronic devices);
- (o) ORS 339.119 (consideration for educational services);
- (p) ORS 339.141, 339.147 and 339.155 (tuition and fees);
- (q) ORS 339.250(9) (prohibition of infliction of corporal punishment);
- (r) ORS 339.326 (notice concerning students subject to juvenile court petitions);
- (s) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of child abuse and sexual conduct and training on prevention and identification of abuse and sexual

- conduct);
- (t) ORS 342.856 (core teaching standards);
- (u) ORS Chapter 657 (Employment Department Law);
- (v) ORS 659.850, 659.855 and 659.860 (discrimination);
- (w) Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;
- (x) Statutes and rules that expressly apply to public charter schools;
- (y) Statutes and rules that apply to a special government body, as defined in ORS 174.117, or a public body, as defined in ORS 174.109
- (z) Health and safety statutes and rules;
- (aa) Any statute or rule that is listed in the charter; and
- (bb) ORS Chapter 338.

10.3. **Waiver.** As provided in ORS 338.025(2), the Charter School may apply to the State Board of Education to grant a waiver of certain provisions of ORS Chapter 338 if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. The Charter School shall give the District a copy of any application for a waiver promptly after submitting it and shall give the District a copy of any grant of a waiver promptly after receiving it.

10.4. **School and District Policies.** The Charter School shall comply with District Board Policy LBE as applicable and shall adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the Charter School and may amend its policies from time to time. The Charter School shall make such policies and amendments available for review at the District's request.

10.5. **Full Faith and Credit.** The Charter School agrees that it shall not extend the full faith and credit of the District to any third person or entity. The Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the District. The Charter School's governing board has the authority to approve contracts to which the Charter School is a party, subject to the requirements and limitations of the Oregon Constitution, state law and provisions of this Contract.

10.6. **Indemnification.** Each of the parties hereto will, to the fullest extent of the law, defend, indemnify, hold harmless, and reimburse the other from all claims, demands, suits, actions, penalties, damage expenses for liability of any kind, including attorney's fees, resulting from the conduct of that party in the performance, or non-performance, of its obligations under the terms of this Contract.

10.7. **District Disclaimer of Liability.** The parties to this Contract expressly acknowledge that the Charter School is not operating as an agent, or under the direction and control, of the District Board except as required by law or this Contract, and that the District Board assumes no liability for any loss or injury

resulting from:

10.7.1. The acts or omissions of the Charter School, its governing Board, trustees, agents or employees;

10.7.2. The use and occupancy of the building occupied by the Charter School or any matter in connection with the condition of such building; or

10.7.3. Any debt or contractual obligation incurred by the Charter School.

10.8. **ADA/504 Obligations.** The Charter School acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659 with respect to its students, staff and patrons. The Charter School shall indemnify and hold harmless the District from claims under these statutes.

10.9. **Transportation.** The District is not responsible for providing transportation by bus or otherwise of any students to the Charter School. However, the District will allow Charter School students to ride on District buses to and from the Charter School on existing District routes to the extent seats are available for Charter School students. The District will give the Charter School notice if a bus on a particular route has consistently become too full to transport Charter School students so that parents have time to make other arrangements.

11. **Miscellaneous Provisions.**

11.1. **Entire Agreement.** This Contract contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract.

11.2. **Governing Law.** This Contract shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflict of law provisions.

11.3. **Assignment.** Except for contracts with the local educational organizations that were identified by the Charter School in its Application, and additional subcontracts approved by the District, in writing, the Charter School shall not, under any circumstances, assign, delegate or contract with any entity to provide the educational program described in this Contract, it being expressly understood that the charter granted by this Contract to operate the educational program runs solely and exclusively to the Charter School.

11.4. **Terms and Conditions of Application.** The parties to this Contract agree that the Application referred to in the Recitals sets forth the overall goals, standards and general operational policies of the Charter School, and that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise depart from those in the

Application, the Charter School shall be permitted to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in the Application, this Contract and ORS Chapter 338.

11.5. **Conflict between Application and Contract.** The parties agree and acknowledge that should there be a conflict between any provision of this Contract and the Application, the Contract provision(s) shall supersede any provision contained in the application. The parties further agree and intend that the provisions of ORS 338.005 through ORS 338.185, now or as amended, strictly apply to and are incorporated into this Contract and shall supersede and control any conflicting language contained in the Contract

11.6. **District Liaison.** The District shall designate for purposes of this Contract the District Superintendent, or his/her designee, as the official District Liaison between the District and the Charter School.

11.7. **Amendment.** This Contract may be modified or amended only by written agreement between the Charter School and the District.

11.8. **Notice.** Any notice required, or permitted, under this Contract, shall be in writing and shall be effective (a) upon personal delivery (subject to verification of service or acknowledgment of receipt) or (b) three (3) days after mailing when sent by certified mail, postage prepaid, to the person and address designated on the signature page of this Contract for receipt of notices. Should these addresses change, the parties agree to notify the other party within ten (10) days of the address change.

11.9. **No Waiver.** The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or to be taken to constitute a waiver of any succeeding or other breach.

11.10. **Severability.** If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of this Contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Contract.

11.11. **Delegation.** The parties agree and acknowledge that with regard to this Contract between the District and the Charter School, the functions and powers of the District Board may be exercised by the District Liaison, provided that any ultimate decision regarding renewal, non renewal or termination of this Contract be made only by the District Board.

11.12. **Prior Actions.** It is expressly agreed and understood that as a condition precedent to this Contract becoming effective on the effective date specified above in Section 2, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such effective date, and failure to do so unless an extension has been agreed upon by the parties shall constitute grounds for the District to declare this Contract null and void.

11.13. **Attorney Fees.** If any suit, action or arbitration is commenced or instituted to interpret or enforce the terms of this Contract, to exercise any remedy on account of a default, or otherwise relating to the provisions of this Contract, the prevailing party or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trials or arbitration and any appeals. Such sums shall be determined by the court or arbitrator.

11.14. **Definitions.** For purpose of this Contract, "business day" means a day in which the District administrative offices are open. "Business day" does not include (a) Saturdays, (b) Sundays, (c) official state holidays listed in ORS 336.010, (d) federal holidays, (e) any day(s) in which the administrative office is closed due to inclement weather, or (f) any day that the District administrative office is closed due to action taken by, or ordered to be closed by, the District Board of Directors or their designee, any instrumentality of the City of Eugene, any instrumentality of Lane County, the State of Oregon or federal government.

11.15. **Authority to Enter Into Contract.** The Charter School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Contract on behalf of the Charter School and that the Board of Directors of the Charter School has duly approved this Contract. The Charter School shall provide a copy of its written resolution authorizing the Charter School to enter into this Contract.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

LANE COUNTY SCHOOL DISTRICT NO. 4J

By: 
Chair, Eugene School Board

Address for Notice Purposes:

Attention: Superintendent
Lane County School District No. 4J
200 North Monroe Street
Eugene, OR 97402

Coburg Community Charter School

By: 
Title: President, Board of Directors

91274 North Coburg Road
Coburg, OR 97408

AMENDMENT 1 TO CHARTER SCHOOL CONTRACT

This Amendment 1 to the Contract between **LANE COUNTY SCHOOL DISTRICT 4J** ("District") and the **COBURG COMMUNITY CHARTER SCHOOL**, an Oregon nonprofit corporation, ("Charter School"), is made this 19 day of February, 2020.

RECITALS:

WHEREAS, the District and the Charter School are parties to a Contract dated July 1, 2017 and expiring June 30, 2027 (Contract);

WHEREAS, Section 4.6.4 of the Contract addresses the subject of enrollment priorities;

WHEREAS, it is the District's intention to continue to provide the opportunity for all students residing within its boundaries to enroll in its public charter schools, including CCCS while balancing the interests of the Charter School in fostering a strong community schools model;

WHEREAS, the District Board of Directors approved Resolution 2019-21 authorizing negotiation, upon Charter School's request, of a contract amendment to permit Charter School to grant priority admission to up to 50% of total enrollment to students who live within the former attendance boundary of Coburg Elementary School; and

WHEREAS, the Charter School has so requested such amendment;

AGREEMENT:

NOW, THEREFORE, in consideration of the foregoing recitals and the agreements herein described, the parties agree as follows:

1. CCCS may give admissions preference for enrollment. If CCCS gives admission preference, CCCS will do so in the following order, subject to the conditions below:

- 1.1 Students who were enrolled in the Charter School the prior year.
- 1.2 For open slots, if the number of applications of students exceeds the number of available spots, then students will be selected through an equitable lottery to establish a waiting list to enroll students in order of the following priorities until the number of available slots are filled:
 - 1.2.1 Students who have siblings who are presently enrolled in CCCS and who were enrolled in CCCS in the prior year (regardless of in-district or out of district residency).
 - 1.2.2 Students who reside within the former Coburg Elementary School attendance boundary, up to 50% of total enrollment of the school, including all enrolled

AMENDMENT 1 TO CHARTER SCHOOL CONTRACT

students (students enrolled who were enrolled in the prior year and siblings enrolled in the above-mentioned priority).

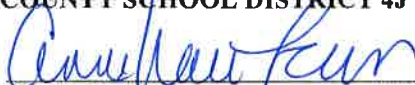
1.2.3 Students who reside in-district (both inside and outside the former attendance boundary).

1.2.4 Students who live out-of-district.

2. This Amendment shall take precedence over any terms of the Contract in direct conflict with it. All other terms and conditions of the Contract remain the same.
3. Either party to this Amendment 1 may reopen the Amendment 1 for renegotiation. The parties will begin renegotiation of this Amendment no later than September 2023 to be resolved by January 2024 prior to its expiration on June 30, 2024. Renegotiation or reopening this Amendment is not a renegotiation or reopening of the Contract prior to its expiration on June 30, 2027. Any amendment to the Contract other than this Amendment shall be subject to the terms of the Contract.
4. This Amendment 1 will take effect upon execution by all parties and continues through its expiration on June 30, 2024.

LANE COUNTY SCHOOL DISTRICT 4J

By:

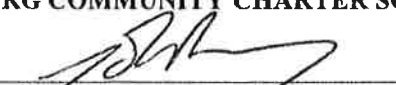

Chair, Board of Directors

Date:

2/19/20

COBURG COMMUNITY CHARTER SCHOOL

By:


Chair, Board of Directors

Date:

10 FEBRUARY 2020



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

November 4, 2026

Title:

Consider for Approval Revisions to Policy BDD – Board Meeting Procedures

Presenter:

Carmen Xiomara Urbina, Chief of Staff

Background:

Board Policy BDD, Board Meeting Procedures, was last revised/readopted on February 1, 2023. In response to revisions to the OSBA model policy, the Policy Workgroup met to review and discuss proposed updates. This item presents the workgroup's discussion and the proposed revisions. No policy approval is requested at this meeting.

The proposed revisions address quorum, votes needed to exercise Board powers, recording votes, conflict-of-interest abstentions, properly noticed meetings, and parliamentary procedure. The parliamentary language clarifies that the Board may discuss a topic before a motion is made, while a motion must be seconded before the Board discusses or votes on that motion. It also addresses speaking opportunities, motions to close or limit debate, extensions of debate, and unanimous consent.

Options and Alternatives:

The Board may choose to accept revisions to Policy BDD – Board Meeting Procedures. The Board may wish to direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board approve revisions to Policy BDD – Board Meeting Procedures.

Eugene School District 4J

Code: BDD
Adopted: 7/02/73
Revised/Readopted: 4/16/80; 9/07/88; 9/06/89;
12/21/05; 8/02/17; 2/01/23; XX/XX/26
Orig. Code: BDD; 1840

Board Meeting Procedures

Board Review Key: Bold black text = proposed addition or replacement language. Red strikethrough text = proposed deletion (this highlighted area will be removed once policy is adopted).

1. Quorum

~~A quorum will consist of the majority of the Board members.~~ Any four members of the Board shall constitute a quorum.

2. Vote Needed for Exercise of Powers

The affirmative vote of ~~a majority of Board members,~~ four Board members, will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

3. Board Member Voting

~~Each member's vote on all motions will be recorded in the minutes.~~ The results of all votes shall be recorded, including the vote of each member by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

4. Abstaining from Vote

~~If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board member will state the reason for the abstention and such abstention will be recorded.~~ Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at ~~duly called regular or special~~ properly noticed meetings.

Except as otherwise provided by state law and/or Board policy, Board deliberations will follow Robert's Rules of Order Newly Revised, "Procedure in Small Boards" with the following modification: a motion must be seconded before the Board may discuss or vote on it. Failure to follow Robert's Rules of Order will not invalidate a lawful Board decision.

~~Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board, and motions to close or limit debate will be acceptable, and discussion on~~

~~any topic will end after each member has had two opportunities to speak, unless a motion is made, seconded and approved to extend debate on the topic.~~

~~The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.~~

END OF POLICY

Legal Reference(s):

ORS 192.650

ORS 244.120(2)

ORS 332.045

ORS 332.055

ORS 332.057

ORS 332.107

OAR 199-050-0005(9)

OAR 199-050-0055

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

October 21, 2026

Title:

Consider for Approval Readoption of Policy BDDG – Recording and Minutes of Board Meetings

Presenter:

Christine Nesbit, General Counsel

Background:

There have been some changes to Oregon Public Meetings laws and regulations over the last few years, including those related to electronic storage and publication of board meeting minutes and video recordings.

The Superintendent is recommending deletion of current board policy BDDG – Minutes of Board Meetings, and a readoption of new board policy BDDG, entitled Recordings and Minutes of Board Meetings.

The proposed policy includes language that is consistent with new legal requirements.

Options and Alternatives:

The Board may choose to delete existing Policy BDDG and readopt the proposed Policy BDDG – Recording and Minutes of Board Meetings. The Board may wish to direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board delete the existing Policy BDDG-Minutes of Board Meetings and adopt Policy BDDG – Recording and Minutes of Board Meetings.

Eugene School District 4J

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02;
8/02/17; 9/04/24; XX/XX/26
Orig. Code: BDDG; 1930; 1930.1

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format¹. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form².

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken³;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes⁴ of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS

¹ Oregon Administrative Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

² Oregon Administrative Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

³ If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

⁴ "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2).

332.061 shall contain only material not excluded under ORS 332.061(2) and information⁵ will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)

[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)

[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

⁵ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

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Eugene School District 4J

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02;
8/02/17; 9/04/24
Orig. Code: BDDG; 1930; 1930.1

Minutes of Board Meetings

Minutes of the proceedings of all Board meetings shall be maintained as follows:

1. The district clerk shall record all the proceedings of the Board meetings;
2. The minutes of any meeting shall be approved by the Board at a regular meeting;
3. The clerk shall prepare the minutes of all meetings, except executive sessions, in a timely manner and mail or deliver them to the members of the Board at least 48 hours before the regular meeting at which they will be approved. The clerk will maintain recordings of all executive sessions;
4. After the minutes have been approved they become the official minutes and shall be signed by the chair and the clerk.

The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in

¹ Oregon Administrative Rule 166-400-0010(9)

the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.710](#)

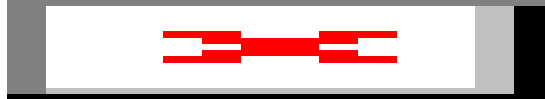
[ORS 332.061](#)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

Cross Reference(s):

BDC – Executive Sessions

Delete



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

November 4, 2026

Title:

Consider for Approval Revisions to Policy CEA – Educational Equity Advisory Committee

Presenter:

Christine Nesbit, General Counsel

Background:

Earlier this year the Oregon Legislature enacted HB 4066, modifying the requirement that a member of the educational equity advisory committee serve on the district's budget committee. Specifically, the Legislature clarified that the requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.

The revision to Policy CEA – Educational Equity Advisory Committee reflects this legislative change.

Options and Alternatives:

The Board may choose to accept revisions to Policy CEA – Educational Equity Advisory Committee or direct staff to make further revisions.

Recommendation:

The Superintendent recommends that the board approve revisions to Policy CEA – Educational Equity Advisory Committee

Eugene School District 4J

Code: CEA
Adopted: 1/14/26

Educational Equity Advisory Committee

The Educational Equity Advisory Committee is established to advise the superintendent on matters related to educational equity and to elevate the experiences and needs of underrepresented and underserved students within the district. The committee serves in an advisory capacity by providing input on the educational equity impacts of district policies and practices and on conditions within schools. It also identifies situations that may negatively affect students from historically and currently underserved groups.

The committee's role is to inform and advise the superintendent on how best to respond to equity-related concerns within the superintendent's authority. While the committee may make recommendations, it does not have the decisions-making or policy-adoption authority. The superintendent may act on recommendations of the Educational Equity Advisory Committee consistent with the superintendent's authority and applicable law, and retains responsibility for all administrative decisions.

The work of the Educational Equity Advisory Committee is intended to strengthen equity-centered leadership, promote transparency and accountability, and ensure the district decision-making is informed by the voices and lived experiences of underrepresented students, families, staff and community members.

The duties of the district's Educational Equity Advisory Committee shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The Educational Equity Advisory Committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendations; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board or, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district's website; and

- c. Sent to the State Board of Education.

The Educational Equity advisory Committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an Educational Equity advisory Committee elevates underrepresented parent, employee, student, and community member voices.
6. The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the Educational Equity advisory Committee will also serve on the school district budget committee.¹

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)

[ORS 332.107](#)
[OAR 199-050-0010](#)

[OAR 581-022-2307](#)

House Bill 2453 (2025)

¹ The district is not required to add an educational equity advisory committee member to the budget committee until there is non-board member vacancy on the budget committee. The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.



ITEM FOR ACTION AT A FUTURE MEETING (FIRST READ)

Date of Meeting:

November 4, 2026

Title:

Fall Board Self-Assessment

Presenter:

Ericka Thessen, Board Chair

Background:

The Board has expressed an interest in establishing a regular process for assessing its effectiveness as a governing body. A Board self-assessment provides an opportunity for Board members to reflect on their collective work, identify strengths, and consider areas where governance practices can be strengthened.

The self-assessment is intended to support continuous improvement and effective governance. It is a reflection of the Board as a whole and is not intended to evaluate individual Board members.

Fiscal Impact:

There is no anticipated fiscal impact associated with conducting the Board Self-Assessment.

Policy Implications:

The Board Self-Assessment supports the Board's responsibility for effective governance, oversight, and continuous improvement.

Board Self Assessment – brief short tool

Rubric:

N/A

0- did not meet

1- partially met

2- mostly met

3- met

4- exceeded

Metric #1: have we made decisions in line with our agreed upon board core values:

- We are student-centered
- We are Welcoming
- We are Curious
- We are Gracious
- We are Compassionate
- We are respectful
- We are accountable

Rating score 0-4

Examples in support:

Areas we need to improve:

Metric #2: have we centered students in our governance decisions and deliberations:

Students

- We believe in centering our students in every decision we make.
- We believe that every student can learn and deserves to thrive..
- We believe it is our responsibility to provide a well-rounded, rigorous education that supports the academic, social, and emotional development of each student and prepares them to lead a fulfilling life
- We believe in setting high expectations for every student.
- We believe that every student deserves to feel safe, welcome, and a sense of belonging at school.
- We believe that student identity should not predict or predetermine success in school.
- We believe that public schools should foster a lifelong love of learning

Rating score 0-4

Examples in support:

Areas we need to improve:

Metric #3: have we centered staff and their wellbeing in our governance and deliberations:

Staff

- We believe highly qualified, caring and diverse staff are the key to meeting our goals for students.
- We believe collaborating with staff, students, families, community partners, and our community at large enriches our decisions and positively impacts our students' and staff's 4J experience.
- We believe that supporting our staff in delivering innovative, rigorous, relevant, and effective instruction is integral to student success.

Rating score 0-4

Examples in support:

Areas we need improvement:

Metric #4: have we centered the community in our governance and deliberations:

Community

- We believe fostering public support for our schools generates a shared investment in our students and community's development and success.
- We believe we can more effectively serve students by developing meaningful relationships and genuinely engaging with families, community, and Governmental entities.

Rating score 0-4

Examples in support:

Areas we need improvement:

Metric #5: have we centered leadership in our governance and deliberations:

Leadership

- We believe the board must plan and direct resources in accordance with district goals and consistent with legal requirements and ethical standards. We believe continual learning for the board is essential to student success.

Rating score 0-4

Examples in support:

Areas we need improvement: