Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, November 18, 2026

NOTICE: The 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:

PUBLIC HEARING: Conduct a Public Hearing on the Renewal of the Coburg Community Charter School Contract. There *will be a total of 30 minutes of public comment regarding the Contract Renewal for Coburg Charter School.* 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 on the topic of the Coburg Charter School Contract Renewal. Please write Public Hearing on the request form https://webforms.4j.lane.edu/speak-to-school-board/#form. Requests to speak at the Public Hearing for the Coburg Charter Contract Renewal must be submitted ***no later than 5:00 p.m. on tMonday, November 16, 2026.***

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

6:00 PM
Board Work Session

I. **6:00 p.m. Board Work Session:**
II. Call to Order, Roll Call
III. Agenda Approval
IV. Board Chair Welcome

V. **PUBLIC HEARING:** Conduct a Public Hearing on the Renewal of the Coburg Community Charter School Contract. There *will be a total of 30 minutes of public comment regarding the Contract Renewal for Coburg Charter School.* 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 on the topic of the Coburg Charter School Contract Renewal. Please write "Public Hearing" on the request form. https://webforms.4j.lane.edu/speak-to-school-board/#form **3**

VI. **Hearing of the Public (Public Comment):** Individual speakers are limited to three minutes and cannot give their time to another speaker. *There will be a total of 30 minutes of public comment.*

VII. Comments by Employee Groups (EEA, OSEA, EAST, MAPS)

VIII. **Consent Group - Items for Action**

1. Approve the DRAFT Meeting Minutes for: 4
- November 4, 2026, Board Meeting

IX. **Items for Information**

1. Receive the Bond Update 14
Presenters:
Ryan Spain, Director of Facilities
Kyle Tucker, Chief Operations Officer
2. Receive FY 2026 Audit Update 22
Presenter:
Bob Blyth, Interim Director for Financial Services
3. Receive Budget Planning & Bell Schedule Updates 23
Presenter:
Miram Mickelson, Superintendent
Sebastian Bolden, Director of Secondary Education
Bob Blyth, Interim Director for Financial Services

X. **Items for Action**

1. Coburg Community Charter School Contract Renewal 35
Presenters:
Casandra Kamens, Curriculum Administrator, Charter School Liaison
Brooke Wagner, Assistant Superintendent
2. Fall Board Self Assessment 109
Presenter:
Maya Rabasa, Vice Chair
3. Approve Revisions to Policy BDD – Board Meeting Procedures 113
Presenter:
Carmen Xiomara Urbina, Chief of Staff
4. Approve Revisions and Readoption of Policy BDDG – Recording and Minutes of Board Meetings 116
Presenter:
Christine Nesbit, General Counsel
5. Approve Revisions to Policy CEA – Educational Equity Advisory Committee 122
Presenter:
Christine Nesbit, General Counsel

XI. **Items for Action at a Future Meeting**

1. Eugene School District 4J Board of Directors Vote on Oregon School Board Associations (OSBA) Elections 126
Presenter:
Maya Rabasa, Vice Chair

XII. Board Committee Reports
XIII. **Consider Board Requests for Agenda Items or Information**
XIV. **For the Good of the Order**
XV. Adjourn

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

School District 4J
Eugene Public Schools
200 North Monroe Street
Eugene, OR 97402-4295

PUBLIC HEARING

Date of Meeting:
November 18, 2026

Title:
Conduct a Public Hearing Regarding the Renewal of the Public Charter School Contract with Coburg Charter School

Presenter:
Casandra 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. In accordance with ORS Chapter 338.065(4 & 5) and revised Board Policy LBE – Public Charter Schools, you are scheduled to conduct a public hearing and receive the superintendent's recommendation on this renewal request at your November 18, 2026 meeting.

This public hearing is an opportunity for community members to address the board.

There will be a total of 30 minutes of public comment regarding the Contract Renewal for Coburg Charter School. 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 on the topic of the Coburg Charter School Contract Renewal. To sign up to speak, please write "Public Hearing" on the request form https://webforms.4j.lane.edu/speak-to-school-board/#form

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
November 18, 2026

Title:
Approve the DRAFT Board Meeting Minutes for:

- November 4, 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 REGULAR MEETING

OF THE BOARD OF DIRECTORS

SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

Date: November 4, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 30, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:
Ericka Thessen
Maya Rabasa
Tom Di Liberto
Jenny Jonak
Judy Newman
Morgan Munro

ABSENT:
Rick Hamilton

STAFF:
Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel
Bob Blyth, Interim Director of Finance
Kelly McIver, Communications Director
Steve Shininger, Network Services Manager
Casandra Kamens, Curriculum Administrator and Charter School Liaison
Brooke Wagner, Assistant Superintendent for Administrative Services
Jackie Garcia, Executive Assistant to the Assistant Superintendent
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:
Mary Riggs, Educator, Teacher of the Year Award Recipient
Michelle Dunn, Educator, Teacher of the Year Award Recipient

EMPLOYEE ASSOCIATIONS:
Jamie Myers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President
Scott Mayers, Managers, Administrators, Professionals, and Specialists (MAPS) Co-President

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MEDIA:
KRVM, Lookout Eugene-Springfield

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

Chair Ericka Thessen called the regular meeting to order at 6:01 p.m. She conducted roll call and read a land acknowledgment statement.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. BOARD CHAIR WELCOME

Chair Thessen welcomed attendees to the Eugene School District 4J Board of Directors' (BOD) regular meeting.

She reported that one or more Board members attended the following events:

- A visit to Holt Elementary School
- A visit to Monroe Middle School
- A visit to North Eugene High School to observe the Future Build Program
- Attendance at the Rotary Metro Club Fundraiser
- Attendance at Eugene Education Association (EEA) listening sessions

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Miriam Mickelson recognized Mary Riggs, recipient of the Teacher of the Year Award from The American Legion and 40 and 8 and Michelle Dunn, recipient of the Oregon SHAPE Adapted Physical Education Teacher of the Year Award.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Monroe Colbath provided a report from Churchill High School, specifically regarding school culture, academics, and overall student experiences. They said sophomores are stressed about the upcoming schedule change. Students are experiencing worry about electives and being able to complete pathways and consider graduation requirements at the same time. Some juniors have said the higher education class is more career than college focused. They said affinity groups are needing more support, specifically funding; and teachers have expressed stress and anxiety about district budget cuts. She reported on the success of the Fall Festival and school athletics.

Simon Connelly reported from Early College and Career Options (ECCO). They provided relevant information about the school culture at ECCO. They said many students have been able to grow and thrive in ways they never could have elsewhere. They said they are excited to bring the concerns and opinions of students to the Board.

Lyra Torres provided a report from Eugene Online Academy (EOA). She said Craft Night happens once per month in person. Students are making progress forming their

Student Government and Sources of Strength group. She provided relevant information about the school culture at EOA, including reasons why students choose their school, such as offering a flexible environment, having disability affirming staff, and offering a sense of safety and belonging. She said there are 55 fully remote students with rolling enrollment that grows throughout the year; there are 162 students in person. She spoke more about the role of EOA in supporting students with disabilities.

Mariella Guzman Montoya reported from International High School (IHS). She offered background information about IHS. She spoke about the loss of educational assistants (EAs) and said their Equity Committee is working to support the needs of students with 504s and IEPs. She said IHS has high retention rates, and the senior classes are large, putting a strain on teachers. She highlighted IHS's Academic Integrity Policy, to address the misuse of artificial intelligence (AI).

Lilli Bean provided a report from North Eugene High School. She spoke about proposed schedule changes, including that student representatives recently met with leadership, voicing their preference for the 2 by 7 schedule. She reported on the success of the North Fest open house/tailgate party and Homecoming. The Ruby Bridges Walk is scheduled for November 18 and Project Give, collecting goods for families in need, is underway. Girls' soccer is ranked first in the state.

Isumi Goodall reported from Sheldon High School, starting with sports activities and clubs. She said the Native American Student Union (NASU) is planning on creating a cookbook with Sheldon affinity groups. The Latin Student Union (LSU) is working to increase funding and attendance. She said the student body prefers a 2 by 7 schedule; and they want the Board to consider accessibility to arts as well as academics. Citing the tragedy at Silver Rail Elementary School, she said students are advocating for ways to make the campus safer. They sent cards to Silver Rail Elementary School students.

Cora Ludwig provided a report from South Eugene High School. She said fall athletics are entering their championship seasons. She reported on the success of the Homecoming Dance, Fall Fest, a mock election, and the Red Cross Club blood drive.

VI. HEARING OF THE PUBLIC

Kerry Patton, 4J parent, urged the Board to communicate budget possibilities, in order to solicit community feedback and advocacy. She provided examples of other, comparable Oregon school districts with much higher levels of community engagement. She emphasized clear communication and adequate time for involvement.

VII. COMMENTS BY EMPLOYEE GROUPS

Jamie Myers, Eugene Education Association (EEA) President, provided comments. She congratulated Mary Riggs and Michelle Dunn, recent recipients of Teacher of the Year awards. Ms. Myers shared a fictional story demonstrating how educators are experiencing

increased workloads, larger student needs, fewer supports, and more time covering responsibilities once handled by counselors, instructional coaches, librarians, and other support staff. She cautioned against reducing the work force any further. She asked about the district's plan to recruit and retain students. She urged prioritizing and protecting educators who work directly with students.

Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President, provided information about MAPS. He said there are 128 MAPS members. Administrators in buildings make up half and the remaining half represent 13 different departments. He highlighted important work conducted on behalf of the facilities team. Mr. Myers cautioned against budget reductions impacting infrastructure maintenance.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT MEETING MINUTES FOR: OCTOBER 21, 2026 BOARD WORK SESSION

There was no discussion.

2. APPROVE ROUTINE PERSONNEL ACTIONS

There was no discussion.

MOTION: Vice Chair Rabasa moved to approve the consent agenda as presented. Ms. Munro seconded. **The motion passed unanimously, 6:0:0 Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Di Liberto all voting in favor. Mr. Hamilton absent.**

IX. ITEMS FOR INFORMATION

1. RECEIVE MONTHLY FINANCIAL REPORT

Interim Director of Financial Services Bob Blyth presented a monthly financial report alongside the following tables: YTD General Fund Expenditures as of September 30, 2026, General Fund Revenues by month 2023-24 to present, and General Fund Expenditures by month 2023-24 to present, and YTD Other Fund Expenditures as of September 30, 2026.

He noted the following:

- YTD expenditures are tracking as expected
- Monthly expenditures are lower
- 90% of local revenues come in November and December
- A clarification about curriculum reserve expenditures
- Staff will be presenting a supplemental budget to the Board shortly

Responding to a question from Ms. Jonak about why IDEA is running higher than other expenditures, Mr. Blyth confirmed that they are reviewing IDEA on a monthly basis and that they are spending within expected numbers.

Responding to a question from Ms. Munro, Mr. Blyth reported that the district received the first unemployment bill and it was $1.14 million dollars.

Superintendent Mickelson added that they budgeted $5 million for five quarters.

Responding to a question from Ms. Munro, Superintendent Mickelson said the district has put a freeze on travel and professional development and has slowed spending.

In closing, there was some discussion about counteracting enrollment decline.

X. ITEMS FOR ACTION

1. APPROVE REVISIONS TO POLICY CBG – EVALUATION OF THE SUPERINTENDENT

Responding to a question from Ms. Munro, Ms. Nesbit clarified that there was a change in the policy footnote, specifying the requirements for going into that type of executive session.

MOTION: Vice Chair Rabasa moved to approve revisions to Policy CBG – Evaluation of the Superintendent. Mr. Di Liberto seconded. **The motion passed unanimously, 6:0:0 Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Di Liberto all voting in favor. Mr. Hamilton absent.**

2. APPROVE REVISIONS TO POLICY DBEA – BUDGET COMMITTEE

There was no discussion.

MOTION: Vice Chair Rabasa moved to approve revisions to Policy DBEA – Budget Committee. Ms. Jonak seconded. **The motion passed unanimously, 6:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Di Liberto all voting in favor. Mr. Hamilton absent.**

3. APPROVE REVISIONS TO POLICY GBA – EQUAL EMPLOYMENT OPPORTUNITY

There was no discussion.

MOTION: Vice Chair Rabasa moved to approve revisions to Policy GBA – Equal Employment Opportunity. Ms. Jonak seconded. **The motion passed unanimously, 6:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms.**

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Munro, and Mr. Di Liberto all voting in favor. Mr. Hamilton absent.

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. COBURG COMMUNITY CHARTER SCHOOL CONTRACT RENEWAL

Curriculum Administrator Casandra Kamens and Dr. Wagner presented information about the Coburg Community Charter School contract renewal, including AR/ORS, via PowerPoint presentation.

Ms. Kamens said the Board packet contains the following items:

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

She provided relevant background information about Coburg Community Charter School, specifically highlighting a request for their second 10-year renewal. She provided a general overview of the charter school, including their mission and demographics.

Ms. Kamens presented Renewal Criteria and Findings:
**Abbreviated from the PowerPoint*

- Compliance with all applicable state and federal laws
    - Finding: It appears the school is operating in compliance with state and federal laws
- Compliance with the existing charter contract between the charter school and the district and any other written agreements between the Board and the public charter school
    - Finding: In compliance with all provisions of its contract
- 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
    - Finding: Charter school has consistently set goals of 80% of students tested will meet OSAS benchmarks in ELA and Math
    - Overall scores have remained steady – nothing concerning
- Fiscal stability and a sound financial management system
    - Finding: Charter school has maintained a sound financial management system and stable revenue
- 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 charter school shall negotiate a new charter with district staff within 90 days if granted approval of their renewal request.

She provided the 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.

Ms. Kamens said approval will come before the Board at their November 18, 2026 Board meeting.

Staff briefly responded to questions and received questions from the Board.

Responding to a question from Ms. Munro about student capacity, Ms. Kamens indicated a hope to put a portable at the site or buy the space and do more with it.

Responding to a question from Ms. Newman, Ms. Kamens said there is a short waitlist, made up of students outside of 4J.

Ms. Jonak asked for more information about what impact the 80% versus 85% would have on the charter school's ability to retain staff or other operations; and the potential fiscal impact.

Staff noted the request.

Ms. Munro asked what elementary school children from the region would otherwise go to.

Ms. Kamens responded students would mainly go to Gilham Elementary School.

2. CONSIDER FOR APPROVAL REVISIONS TO POLICY BDD – BOARD MEETING PROCEDURES

Chief of Staff Carmen Xiomara Urbina provided information about recommended revisions to Policy BDD – Board Meeting Procedures.

She noted the following changes:

- Quorum – clarifies that four Board members constitute a quorum
- Voting requirement – clarifies that four affirmative votes are required for the Board to exercise its powers
- Recording votes requires each Board member's vote to be documented by name
- Abstentions and conflicts of interest – clarifies how conflicts of interest are handled and requires abstentions to be documented
- Parliamentary procedures

3. CONSIDER FOR APPROVAL REVISIONS TO POLICY BDDG – RECORDING AND MINUTES OF BOARD MEETING

Ms. Nesbit provided information about recommended revisions to Policy BDDG – Recording and Minutes of Board Meeting.

She noted the following changes:

- Requires maintaining a video recording in an electronic format
- Allows the district the opportunity to maintain the video recording permanently instead of written minutes
- More detail on the district's duty to maintain the recording or the minutes on a permanent basis

Ms. Munro expressed concern about the state requiring keeping video permanently.

Ms. Nesbit noted that the requirement is keeping one or the other (written or a recording) permanently.

In closing, there was discussion around the language used to communicate the policy revision.

Ms. Munro suggested the following language, "The Board may choose to revise Policy BDDG in its entirety and readopt the proposed Policy BDDG."

4. CONSIDER FOR APPROVAL REVISIONS TO POLICY CEA – EDUCATIONAL EQUITY ADVISORY COMMITTEE

Ms. Nesbit provided information related to revisions to Policy CEA – Educational Equity Advisory Committee (EEAC). She recommended a language revision reflecting that districts are no longer required to appoint an EEAC member to the Budget Committee, if no member of the EEAC is willing or able to serve.

5. FALL BOARD SELF ASSESSMENT

Chair Thessen provided information about the fall Board self-assessment. She said the first Board self-assessment will be shorter and less comprehensive than the following one. She recommended the metrics be anchored in the Board's stated Values and Beliefs.

Vice Chair Rabasa suggested using a Google Doc.

Ms. Fjordbeck said it is possible and noted it would need to be made public.

Although there were some reservations, the Board expressed overall satisfaction with the existing Board self-assessment tool.

XII. BOARD COMMITTEE REPORTS

Ms. Newman reported from the Ad Hoc Workforce Negotiations Committee. They had their last debrief and discussed crafting recommendations for the Board. There are two more meetings scheduled.

DRAFT

Ms. Newman reported from the Legislative Committee. They are preparing for the Legislative Breakfast on December 7, 2026. They are holding a virtual meeting for students on November 12, 2026.

XIII. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

There was none.

XIV. FOR THE GOOD OF THE ORDER

Vice Chair Rabasa acknowledged the life of educator Anselmo Villanueva, celebrating his mentorship and contributions at 4J.

Chair Thessen thanked regional and state poll workers, citing recent elections.

XV. ADJOURN

Chair Thessen adjourned the regular meeting at 8:08 p.m.

Miriam Mickelson, Superintendent

Ericka Thessen, Chair

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

DRAFT

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
November 18, 2026

Title:
Bond Update

Presenter:
Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities

Background:
Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school.

Staff will provide an update on the bond project work recently completed as well as projects coming up or in planning phases. The Board will also receive a high-level summary of the bond budget.

Bond Update

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November 2026

2024 / 2025

$20M+ Bond & Facilities Improvements

Exterior ADA Improvements: All Sites

HVAC Improvements: Churchill/Ed Center

Track Resurfacing: Sheldon, Cal Young, Kelly

Roofing: Kelly, Coburg, Adams

Security Fencing: Buena Vista, Charlemagne, Chavez, Edgewood, Holt, McCornack, Willagillespie, ATA, Roosevelt

Security Vestibules: All Sites

Playground Upgrades: Adams, Buena Vista, Chavez, Fox Hollow, Gilham, Holt, Howard, River Road, Twin Oaks, Willagillespie, Yujin Gakuen

Paving & Sealcoating: Churchill, Monroe, Gilham, Willagillespie, Spring Creek, Spencer Butte

Transportation Fuel Tanks

Exterior Paint: Gilham, Adams, Willagillespie

Trash Compactors: Buena Vista, Charlemagne, McCornack, Twin Oaks













2025 / 2026

$28M+ Bond & Facilities Improvements

Window Upgrades: South

Kitchen Warewash Upgrade: Sheldon

Roofing: Charlemagne, South, Willagillespie

Track Resurfacing: ATA, Madison

HVAC Improvements: Adams, Awbrey Park, Bailey Hill, Buena Vista, Charlemagne, Chavez, Edgewood, Fox Hollow, Gilham, McCornack, Spring Creek, Twin Oaks, Willagillespie, Kelly, Kennedy, Monroe

Readerboard: Adams, Buena Vista, Charlemagne

Playground Covers: Awbrey Park, Charlemagne, Hé Lín/Kennedy, Fox Hollow, McCornack, Spring Creek, Willagillespie

Playground Upgrades: Awbrey Park, Charlemagne, Edgewood, McCornack, Spring Creek

Security Camera System Replacement: All Sites

Paving & Sealcoating: Churchill, Spencer Butte, Fox Hollow, Awbrey Park, Buena Vista, Twin Oaks, Willagillespie

Painting / Seat Replacement: Swede Johnson

Moves: Family School / CALCI / JLIP













2026 / 2027

Ongoing or Coming Soon

HVAC Improvements: Bailey Hill, Buena Vista, Charlemagne, Edgewood, Fox Hollow, Gilham, McCornack, Spring Creek, Twin Oaks, Willagillespie, Kelly, Kennedy, Monroe

Nutrition Service Kitchen Renovation: Ed Center

Security Fencing: ECCO

Basketball Court: ECCO

Intercom Improvements: Multiple Sites

Other Projects In Planning





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Financial Update

EXPENDITURE STATUS	AMOUNT
2018 Bond Budget	$319,300,000
With Premium/Interest	$368,600,000
YTD Expenditures	$292,591,183
Committed Costs	$ 16,842,137
Total Expenditure	$309,433,320



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Project Planning

Window Upgrades: Monroe, South

SSD Projects: Life Skills Room Upgrades

Roofing: Multiple Sites

Artificial Turf Replacement: Multiple Sites

Concrete Replacement: Multiple Sites

Security Improvements: Multiple Sites

Miscellaneous Facility Improvements: Multiple Sites



Thank You

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

ITEM FOR INFORMATION

Date of Meeting:
11/18/2026

Title:
FY 2026 Audit Update

Presenter:
Bob Blyth, Interim Finance Director

Background:
The district has completed the initial testing for the FY 2026 audit. The district auditors, Clear Trails CPA, are currently reviewing the data and are anticipated to present the final audit in December or January; however this date could change due to the Federal Government's current delay in issuing the annual guidance supplement. This serves as the primary roadmap for auditors performing Single Audits of non-federal entities expending federal awards. Last year this delay resulted in reporting requirements for the Secretary of State and ODE not aligning as ODE gave districts additional time to deliver final audits to prevent the need for additional auditing costs.

Based on the calculated final revenues and expenditures for FY 2025-26, the ending fund balance is anticipated to be $21.7 million. This is $3.6 million more than the budgeted $18.1 million. Additional savings from spending and hiring curbs that were put in place at the end of the fiscal year resulted in higher than projected savings in both materials and services and payroll costs.

Staff will be coming back to the Board once the audit is finalized to present the audit and the auditor's report. We will also be coming before the Board with a Supplemental Budget to recognize audited fund balance amounts.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
November 18, 2026

Title:
Receive Budget Planning & Bell Schedule Updates

Presenters:
Dr. Miriam Mickelson, Superintendent
Sebastian Bolden, Director of Secondary Education
Bob Blyth, Interim Director of Finance

Background:
District leadership is presenting a preliminary financial forecast for the 2027–28 fiscal year (FY 2028), alongside an update on the phased budget reduction timeline, high school bell schedule analysis, and community engagement efforts.

Eugene School District 4J faces a projected FY 2028 General Fund structural deficit of $30M–$35M. Despite reducing 263 FTE last year, the district carries a $16M deficit from the prior year, compounded by the expiration of one-time ESSER funds, declining enrollment (600 fewer students this year than last October, with next year's enrollment projected at 13,715), and state funding increases failing to keep pace with rising operational and staffing costs.

Key Financial & Operational Highlights

- **FY 2028 Preliminary Forecast (Subject to Change):**
  - Projected General Fund Revenues: $257M – $266M
  - Projected General Fund Expenditures: $278M – $296M
  - Projected Structural Deficit: $30M – $35M
  - Pending Variables: Final figures remain contingent upon the State School Fund allocation for the next biennium (to be finalized when the legislative session ends in June), upcoming collective bargaining outcomes, PERS costs, and potential federal budget reductions.

- **Historical Staffing vs. Enrollment Context:** Between 2020 and 2025, total district staffing increased by 24% (35% MAPS, 31% Classified, 17% Licensed), while student enrollment decreased by 8% (a drop of 1,331 students, from 16,080 to 14,749).
- **Guiding Principles for Reductions:** Decisions are anchored in prioritizing direct, student-facing services, aligning overall staffing with declining enrollment, and limiting one-time fixes in favor of long-term fiscal stability.

The Path Forward & Decision Timeline

Following the Board's October 21 vote on a Reduction in Force (RIF) resolution, the district is executing a three-phase reduction strategy leading up to Budget Committee and Board approval in May–June:

Phase 1: Systems Restructuring **December 2026**
High school bell schedule changes; district office and building leadership reductions; district department staffing and materials/services reductions; permissible grant fund reallocation.

Phase 2: Enrollment Adjustments **February 2027**
Building-level licensed and classified staffing reductions and class size adjustments to align staffing with enrollment.

Phase 3: Fiscal Sustainability **Spring 2027**
Long-term financial sustainability and resilience strategies, including exploring and discussing potential school closures/consolidations.

High School Bell Schedule & Engagement Updates

- **High School Bell Schedule Review:** The Scheduling Committee has collected over 2,000 survey responses and conducted student listening sessions. Following an October 22 metric review comparing **3x5 vs. 2x7** schedule models, the committee held a full-day recommendation session on November 12 to prepare a recommendation for the Superintendent.
- **Ongoing Staff & Community Outreach:**
  - **Surveys:** The General Budget Survey for parents and staff remains open through November 20 (the High School Schedule Survey closed November 11).
  - **Listening Sessions:** In-person sessions (4:30–5:30 p.m.) are underway across district schools (Nov. 9, Nov. 16, Nov. 17, Nov. 19, and Dec. 1), supplemented by a virtual listening session on November 30 (6:00–7:00 p.m.).

Budget Planning & Bell Schedule Updates

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November 18, 2026

Focus 4J

Strategic Priorities for 2026-27 and Beyond

Eugene School District 4J

Every Student Attends

Focus: Regular Attendance

Focus on cost-neutral and non-time-intensive but high-leverage/high-impact strategy.

Sample Indicators:

- Attendance Rate
- Chronic Absenteeism

Every Student Learns

Focus: Literacy, Inclusive Practices & Student Well-Being

Focus on cost-neutral and non-time-intensive but high-leverage/high-impact strategy.

Sample Indicators:

- Academic Growth
- Reading Proficiency

Every Student Graduates

Focus: Graduation/Completion Rate

Focus on cost-neutral and non-time-intensive but high-leverage/high-impact strategy.

Sample Indicators:

- 9th Grade On-Track
- Graduation/Completion Rate

Foundational Pillars: Culture and Belonging | Community Engagement | Financial Sustainability

FY 2028 BUDGET FORECAST

Path to Fiscal Sustainability in Support of Student Learning

Eugene School District 4J

BUDGET GAP – WHY?

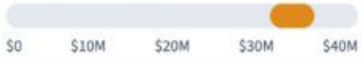
- **One-time ESSER funds that paid for positions are gone**
- **Declining enrollment**
  ~600 fewer students this year than last October
- **State funding not keeping up with rising costs and complex student needs**

Last year we reduced 265 FTE, but we still have a $16M deficit carried over from last year.

THE FORECAST

Projected FY 2028 deficit

$30M–$35M



PRELIMINARY SUBJECT TO CHANGE

The deficit is based on several assumptions.

NOT YET KNOWN

- State School Fund for next biennium (known when the session ends in June)
- Exact increase related to upcoming bargaining
- PERS costs
- Federal budget reductions

THE PATH FORWARD

Engagement is built into the reduction planning process. Staff, students and community will have a chance to weigh in.

OCT. 21
Board vote
Reduction in Force resolution

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

MAY–JUNE
Approval
Budget Committee and Board approve the budget. Plans may be adjusted once state funding is confirmed.

GUIDING PRINCIPLES

Prioritize direct student services
Minimize impact on direct, student-facing services.

Align staffing with enrollment
Align overall staffing with declining student enrollment.

Limit one-time fixes
Favor sustainable strategies that lead to long-term stability.

Figures are preliminary, based on several assumptions, and subject to change. State school funding will be known when the legislative session ends in June.

FINANCIAL FORECAST

2027-28 Budget Deficit (Preliminary|Subject to Change)

Eugene School District 4J

PROJECTED GENERAL FUND REVENUES

$257M – $266M

Preliminary projected overall revenue range for the 2027–28 fiscal year based on state funding models and assumptions.

PROJECTED GENERAL FUND EXPENDITURES

$278M – $296M

Anticipated operational costs, staffing obligations, and district expenditures.

PROJECTED GENERAL FUND DEFICIT

$30M – $35M

Estimated structural shortfall requiring budget reductions and long-term sustainability planning.

STAFFING & ENROLLMENT ANALYSIS

Staffing History & Enrollment Trends

Eugene School District 4J

2020–2025 STAFFING INCREASE

24% Total Staffing Increase

35% MAPS • 31% Classified • 17% Licensed

2020–2025 STUDENT ENROLLMENT

8% Enrollment Decrease

1,331 enrollment decrease (16,080 to 14,749) (13715 Next Year Projection)



	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Unrep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
MAPS	90	89	83	88	80	77	78	80	83	82	79	80	76	79	81	116	118	123	120	125	130	133	136	165	170	176	152
Licensed	963	975	944	889	986	907	901	837	853	873	842	820	750	757	710	806	814	853	876	923	942	964	986	1069	1111	1104	1090
Classified	730	721	717	736	730	640	650	658	678	683	661	657	603	602	624	649	657	691	702	726	753	630	507	762	871	986	893
Total	1,783	1,785	1,744	1,713	1,796	1,624	1,629	1,575	1,614	1,638	1,582	1,557	1,429	1,438	1,415	1,571	1,589	1,667	1,698	1,774	1,825	1,727	1,629	1,996	2,152	2,266	2,155

Budget Reduction Timeline ($30M-$35M)

Eugene School District 4J

Phase 1 (December)

Systems Restructuring

- High School Bell Schedule Change
- Leadership Position Reductions (District Office and Buildings)
- District Department Reductions (Staffing/Materials & Services)
- Grant funds reallocation

Phase 2 (February)

Enrollment Related Adjustments

(Licensed/Classified Building Based)

- Class size adjustments
- Align staffing with enrollment

Phase 3 (Spring)

Fiscal Sustainability and Resilience

Long-term strategies for fiscal sustainability

- *Explore and discuss school closure/consolidation and other strategies*

Frequently Asked Questions (FAQ)

Q1

We reduced 263 FTE last year? Why do we have to reduce staffing again?

Q2

Do we have to do budget reduction again next year?

Q3

Are school closures planned for next year?

Q4

Is there a plan for furlough days next year?

High School Bell Schedule Update

PHASE 1: ENGAGEMENT

2,000+

Survey responses received

Student Voice: Direct listening sessions with student government and advisory groups across all high schools.

Community Input: Active survey feedback gathered from staff, families, and students.

PHASE 2: ANALYSIS

3x5 vs 2x7

Schedule options evaluated

October 22 Session: Evaluated key metrics gathered in partnership with Research Dept.

Model Review: Examined pros and cons summary comparing schedule options.

PHASE 3: DECISION

November 12

Full-day recommendation session

Recommendation: Scheduling Committee will meet to continue to process alternatives and develop a final recommendation to the superintendent.

Staff & Community Engagement

Surveys & Online Outreach

Community Feedback

General Budget Survey
For all parents and staff — closes Nov. 20

High School Schedule Survey
For all high school students, parents and staff — closes Nov. 11

Virtual Engagement

Virtual Listening Session

Monday, Nov. 30 • 6:00–7:00 p.m.

Look for a reminder and meeting link in the Nov. 19 e-newsletter.

In-Person Outreach

Listening Sessions

All sessions held from 4:30–5:30 p.m.

Monday, Nov. 9
4J Education Center (200 N. Monroe St.)

Monday, Nov. 16
North Eugene High School (250 Silver Ln.)

Tuesday, Nov. 17
Churchill High School (1850 Bailey Hill Rd.)

Thursday, Nov. 19
Roosevelt Middle School (500 E. 24th Ave.)

Tuesday, Dec. 1
Sheldon High School (2455 Willakenzie Rd.)

Questions?

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION (Second Read)

Date of Meeting:
November 18, 2026

Title:
Coburg Community Charter School Contract Renewal

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

Background:
The Coburg Community Charter Contract Renewal was presented to the Board as an Item For Action At A Future Meeting at the November 4th Board Meeting. At the November 18th meeting, the Board is scheduled to take action on the request to renew the charter contract.

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.

Information
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:

a) 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 ye*ar.

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.

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.

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.

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 Districtwill 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.l(a) through 8.6.l(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: Eileen Nottle
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: [signature]

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

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

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 Peara, 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 2024-25School 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.

<u>Discussion</u>

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 ADM from the previous year.

Comparative ADMr is as follows:

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

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

_____ **X** ____ 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

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

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.

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.

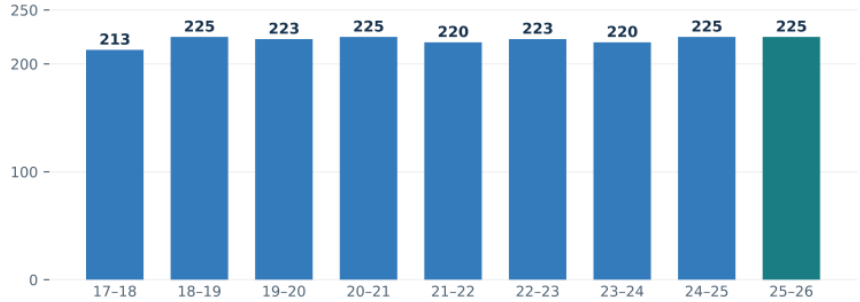
3. Enrollment and demographics

COBURG COMMUNITY CHARTER SCHOOL

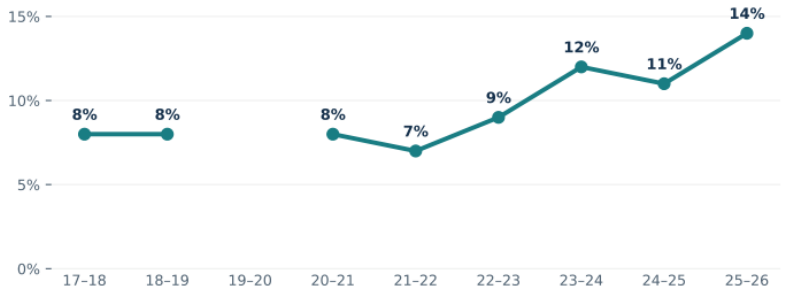
Student demographics | Nine-year overview

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

Student enrollment



Students with disabilities



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.

Coburg Community Charter School

CCCS New Teacher Mentoring Program

Teacher Mentor	Mentor Consultant (non-evaluative)
• **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**	• **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.

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%

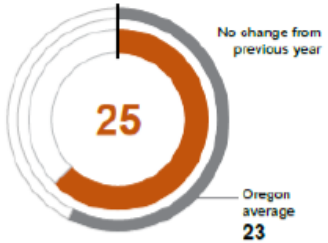
*		6
Ever English Learners		Languages Spoken
14%	93%	8%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

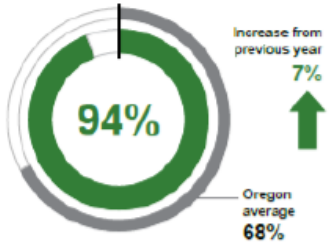
School Website: coburgcharter.org

School Environment

CLASS SIZE
Median class size.



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

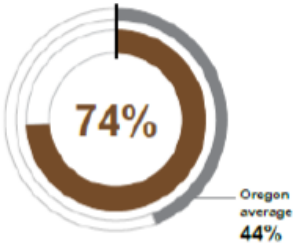


11 % of CCCS are non-resident, non-4J, students.

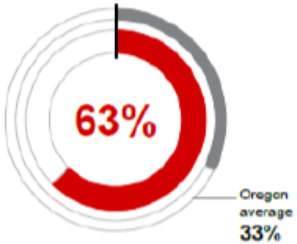
Approximately 65%-75% of students on waitlist are students wanting to attend from outside the district

Academic Success

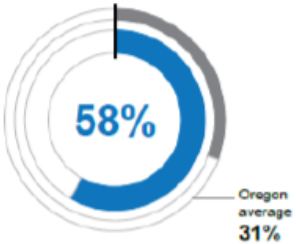
ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.



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

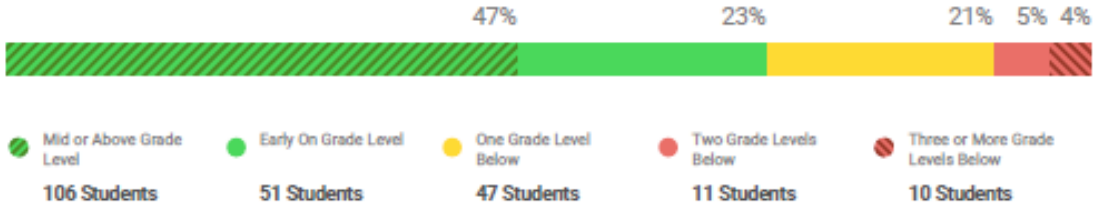
i-Ready Inform Results

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

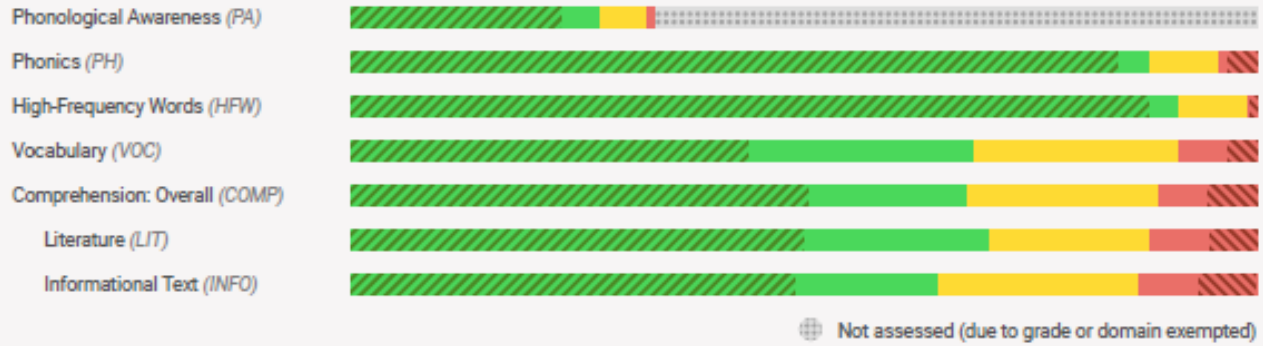
Criterion Referenced

Overall Placement

Students Assessed/Total: 225/226



Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

Showing 9 of 9

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

i-Ready

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

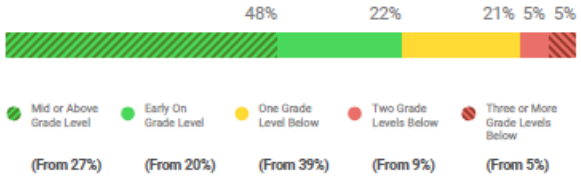
Students Assessed/Total: 215/226

Progress to Annual Typical Growth (Median)



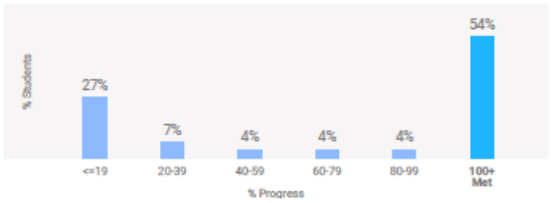
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



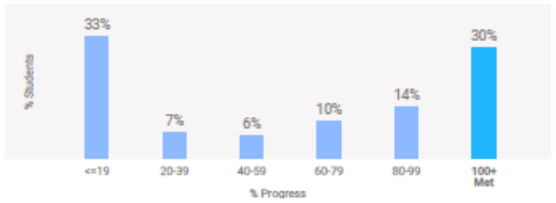
Distribution of Progress to Annual

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 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
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.

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

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

* 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.

100

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

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	There is a need to ensure all our students are achieving at grade level and/or showing greater than expected growth. 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.

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

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	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. 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.

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**

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

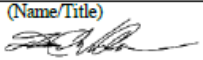
G) The school has clear procedure for resolving complaints against the charter school.
Yes [✓] No [ ] Evidence/Location:
Board policies, staff and family handbooks

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 (Name/Title) 9/11/26 (Date)

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

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION (Second Read)

Date of Meeting:
November 18, 2026

Title:
Fall Board Self-Assessment

Presenter:
Maya Rabasa, Vice 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:

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION (Second Read)

Date of Meeting:
November 18, 2026

Title:
Approve 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)

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 18, 2026

Title:
Approve 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 revision of current board policy BDDG – Minutes of Board Meetings, and a readoption of the newly revised 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 revise Policy BDDG in its entirety 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 revise Policy BDDG in its entirety and readopt the proposed 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 format[1]. 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 form[2].

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 taken[3];

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 minutes[4] 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 information[5] 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

PROPOSED

[5]ORS 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.

PROPOSED

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 copy[1] 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)

CURRENT POLICY

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

CURRENT POLICY

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 18, 2026

Title:
Approve 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

OSBA Model Sample Policy

Code: CEA
Adopted: 1/14/26; XX/XX/26

Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee{[1]} 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 superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

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 recommendation; 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, 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;

[1] {The district can name this committee something else. If the district chooses to do so, use consistent language throughout.}

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.

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.[2]

END OF POLICY

Legal Reference(s):

ORS 328.542
ORS 329.711
ORS 332.107
OAR 199-050-0010
OAR 581-022-2307

[2] {The district is not required to add an educational equity advisory committee member to the budget committee until there is a 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.

~~House Bill 2453 (2025)~~
House Bill 4066 (2026)

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:
November 18, 2026

Title:
Eugene School District 4J Board of Directors Vote on Oregon School Board Associations (OSBA) Elections

Presenter:
Maya Rabasa, Vice Chair

Description:
The Oregon School Boards Association (OSBA) is organized as one general state association with up to 24 regionally elected representatives established across 14 geographic regions to support member participation and representation.

In odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles.

The Board will review Oregon School Board Associations (OSBA) Election at their November 18 meeting. At the December 2nd meeting the Board is scheduled to take action and vote on the 2026 OSBA Elections.

School Boards in the Lane Region are slated to vote on the following:

1. Resolution 1 – Amends the OSBA Bylaws. View the Executive Summary for more information.

Action:
At a future meeting, the Board must take official board action and then submit that information to OSBA by December 15, 2026. The Board will vote as a body and staff will record its vote with OSBA.

Resolution to Amend the 2024 OSBA Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, through a vote of the OSBA membership, the OSBA bylaws were amended to include the following substantive changes:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Edits to grammar, punctuation, and language for readability.

WHEREAS, in 2026, the OSBA board reviewed its governing structure as per Bylaws 2.7 and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached summary document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Change deadline for members or board directors to submit resolutions to the OSBA board from September 30 to September 15.
- Clarify that if a member has a main administrative office in more than one region, the member board must declare which region it intends to vote and shall vote only in that region.
- Change the requirement of an in-person annual meeting of the members in November to a requirement that the annual meeting be held on a date and time and in a manner fixed by the board of directors and stated in the notice of the meeting.

- Clarify that returned blank ballots will count towards establishing a quorum but will not count as a “yes” or “no” vote.
- Replace the current caucus structure with a Caucus Council composed of designated representatives from caucuses that report to the OSBA executive director. The Caucus Council will retain two director seats on the OSBA board, replacing the two current caucus seats. The current two caucus directors will remain in their seats until the Caucus Council designates their first positions, or until December 31, 2027, whichever occurs first. The Caucus Council will have the option of designating a representative to serve on the finance committee. The Caucus Council will have the option of recommending seats on the OSBA legislative policy committee.
- Eliminate ex-officio positions and replace them with the option of appointment of nonvoting advisors to the board of directors as determined by resolution of the board of directors.
- Allow the OSBA board of directors the option of appointing directors to all vacant director positions except for the additional directors created pursuant to Section 3.5.1(e) if the president or immediate past president is no longer from the region to which the position is assigned.
- Eliminate the ability to appoint a director from a contiguous region.
- Add term limits to the finance and legislative policy committee positions.
- Clarify that OSBA officers, other than the past-president, must be reelected by their regions to continue serving as OSBA officers.
- Change OSBA board director participation on the legislative policy committee from a requirement to optional participation except that executive committee members continue to be required to serve on the LPC.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2026 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws summary document, and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors’ adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2024
Proposed Edits: September 19, 2026

1201 COURT STREET NE, SUITE 400 • SALEM, OR 97301 | 1-800-578-OSBA • OSBA.ORG

SECTION 1 PURPOSE

The Oregon School Boards Association (the "Association" or "OSBA") exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association's mission and purpose are as follows:

A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

B. To gather and disseminate information pertinent to the successful operation of public schools.

C. To work for the most efficient and effective organization of public schools of this state. "Public schools" include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.

D. To work for adequate and dependable financial support for the public schools of this state.

E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

G. To study and interpret educational programs and to relate them to the needs of pupils.

H. To promote public understanding of the role of school boards and school board members in the improvement of education.

I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.

K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a "political subdivision" as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

2.1.1 School District as defined under ORS Chapter 332;
2.1.2 Education Service District as defined under ORS Chapter 334;
2.1.3 Community College District as defined under ORS Chapter 341;
2.1.4 State Board of Education as defined under ORS Chapter 326; and
2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;
2.3.2 Election and removal of the Legislative Policy Committee ("LPC") members except as set forth in Section 4.1.3(g);
2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
(b) Modification to the region descriptions set forth in Section 2.6.1; and
(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.
2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.
(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions. Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September ~~30~~15. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

(a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
(b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
(c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
(d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
(e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
(f) Lane Region includes all of the members located in the county of Lane.
(g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
(h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
(i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
(j) Marion Region includes all of the members located in the county of Marion.
(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
(m) Washington Region includes all of the members located in the county of Washington.
(n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member~~'s district boundaries span~~ has a main administrative office in more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.3 Regional elections shall be determined by a majority of votes cast by members within the region.

2.7 Modification of Regions. A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every ~~three~~five years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.5.

2.8 Annual Meetings. ~~An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting,~~ An annual meeting of members will be held each calendar year on a date and time and in a manner fixed by the board of directors and stated in the notice of the meeting. At the annual meeting, the president and secretary-treasurer of the board of directors

and any other officer or person whom the president may designate, shall report on the state of the Association, its activities, and its financial condition.

2.9 **Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

2.10 **Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present at the meeting.

2.11 **Place of Meetings.** Meetings of the members shall be held at any place, in Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

2.12 **Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.

2.13 **Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the A~~a~~ssociation. If there is more than one item on a single ballot, the returned ballot will count towards establishing a quorum for each item on the ballot. A blank ballot or a ballot with an abstention counts for purposes of establishing a quorum if it is returned to the association.

2.14 **Approval.** With the exception of approving amendments to the Association's bylaws as outlined in Section 8.1, and with the exception of regional elections outlined in 2.6.3, approval of an item by written ballot is effective at the end of the voting period when:

(a) T~~he number of votes cast by ballot equals or exceeds a quorum of the members~~ A quorum is established pursuant to Section 2.13; and

(b) The number of ~~approvals equals or exceeds a majority of the number of returned ballots~~"yes" votes exceeds the number of "no" votes for the item.

An abstention or a blank ballot returned to the association does not count as a "yes" or "no" vote.

SECTION 3 DIRECTORS

3.1 **Powers.** Except as provided under Section 2.3, all corporate powers shall be exercised by or under the authority of the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 **Qualifications.** Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 **Number.** The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum and maximum, by the members.

3.4 **Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 **Composition.** The board of directors will be comprised of up to 22 regionally elected directors and:

(a) Until June 30, 2027, ~~,~~ one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, and one designated director as defined in the bylaws of the Oregon Rural School Board Members Caucus.

(b) Effective July 1, 2027, ~~and~~ two designated directors from the Caucus Council appointed pursuant to the operating procedures of the Caucus Council. Directors designated by the Oregon School Board Members of Color Caucus and the Oregon Rural School Board Members Caucus as of June 30, 2027, shall continue as directors until the Caucus Council designates its first two directors pursuant to this paragraph or until December 31, 2027, whichever occurs first.

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;
(b) Marion Region shall elect two directors;
(c) Washington Region shall elect three directors; and
(d) Multnomah Region shall elect three directors.
(e) If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice

of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes cast by the members within the region shall be elected.

(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 Caucus Council Representatives. In accordance with their ~~bylaws~~operating procedures, the ~~caucuses of OSBA shall~~ Caucus Council may appoint ~~a~~ up to two representatives of the Caucus Council to serve as a directors of the Association. The representatives must be an elected or appointed member of any public board of education in Oregon that is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus Council~~'~~ directors of the Association.

If the president or immediate past president of the board of directors is a representative director from ~~a caucus~~ the Caucus Council, then the ~~c~~Caucus Council shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 ~~Ex-Officio~~Advisors. The board of directors may designate ~~following individuals or their designee may serve as ex-officio,~~ nonvoting, advisors to the board of directors by resolution, for such purposes and such duration as is specified in the resolution.~~:~~

~~(a) Any director of the National School Boards Association elected from Oregon;~~
~~(b) The Executive Director of the Coalition of School Administrators;~~
~~(c) The Chair-Elect of the Oregon Association of Education Service Districts;~~
~~(f) The board president of the Oregon Community College Association;~~
~~(g) The chair of the State Board of Education; and~~
~~(h) Any other person that the board of directors may appoint.~~

~~Ex-officio a~~Advisors do not vote and do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

~~Ex-officio a~~Advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 **Vacancies.** In the event that any director position~~, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e),~~ is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. Notwithstanding the foregoing, a vacated director position will not be filled if it is an additional director position created pursuant to Section 3.5.1(e) and the president or immediate past president is no longer from the region or Caucus Council position to which the position is assigned.

~~If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.~~

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA ~~c~~Caucus Council-designated director position, then the ~~c~~Caucus Council shall, as set forth in Section 3.5.3, appoint a new ~~caucus~~ representative to serve the remaining term.

3.7 **Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 **Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 **Regular Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. All other meetings are special meetings.

3.10 **Special Meetings.** A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 **Place of Meetings.** The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings ~~through the use of~~using any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.13 Notice of Meetings. All directors shall be officially notified of a special meeting by written notice delivered ~~personally,~~ by ~~telephone or~~ electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall comply with all procedures and include any information as required by ORS Chapter 192.

3.14 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.15 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.16 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.17 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

(a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
(b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.18 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.19 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify the directors of the current Conflict of Interest policy.

SECTION 4 COMMITTEES AND CAUCUS~~ES~~ COUNCIL

4.1 Standing Committees. The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chair and as an ex-officio voting member pursuant to section 5.7.1 of the Bylaws, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee is delegated authority to act in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board of directors on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.7.1 of the Bylaws, the Association secretary/treasurer and vice president, one trustee from the PACE board, one district business official, and one at-large board member. Additionally, the Caucus Council may recommend one Caucus Council member to serve on the Finance committee pursuant to its operating procedures.

The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term~~, with no term limits~~. The Caucus Council designee is recommended by the Caucus Council, appointed by the President, subject to the approval by the Board, and will serve a two-year term. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms.~~,~~ Finance committee members taking office prior to January 1, 2027, shall have ~~with~~ no term limits, and staggered start dates starting in January. Finance committee members taking office on or after January 1, 2027, may serve five consecutive two-year terms and, if eligible, may be re-appointed after a two-year hiatus.~~,~~ Finance committee members shall have ~~and~~ staggered start dates starting in January.

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee Operating Guidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the OSBA E~~e~~xecutive D~~d~~irector and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors who choose to participate, the President as an ex-officio voting member pursuant to section 5.7.1 of the Bylaws, the executive committee members, the regional representatives elected under the procedures defined in Section 4.1.3(c) - (e),

and ~~one~~ designated voting members as defined in the operating procedures ~~bylaws~~ of the ~~Oregon School Board Members of Color Caucus and one designated voting member as defined in the bylaws of the Oregon Rural School Board Members~~ Caucus Council pursuant to its operating procedures and this section 4.1.3(b). The board of directors will determine the number of members appointed by the Caucus Council. The Caucus Council appointees are recommended by the Caucus Council, appointed by the OSBA President, subject to the approval by the board of directors, and will serve two-year terms. ~~All committee members must be elected or appointed directors of a member as defined in Section 2.1.~~ The vice president of the board of directors shall chair the LPC.

(c) Qualifications. ~~LPC representatives must serve on the board of a member of the Association throughout the duration of their term.~~ All committee members must be elected or appointed directors of a member as defined in Section 2.1 for the duration of their service on the LPC.

(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. To nominate a candidate to the LPC, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The nomination and election of the LPC representatives shall be in accordance with the elections calendar adopted by the board.

(e) Election. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(e). Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two years. Committee members may serve five consecutive two-year terms, and, if eligible, may be returned to the committee after a two-year hiatus.

~~(f)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors, provided that no committee of the board of directors may:

(a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
(b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
(c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
(d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 **Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 **Caucus Councile~~s~~.** The Caucus Councile~~s~~ shall exist to enhance the work of the Association by addressing the unique needs of ~~member districts~~ school board members.

4.4.1 The Caucus Councile~~s~~ shall clearly articulate the vision, mission, and goals of the ~~Caucus~~Council.
4.4.2 The Caucus Councile~~s~~ shall adopt operating procedures ~~bylaws~~ for operating, programming, and governing within the context of the Association bylaws described herein.
4.4.3 The Caucus Councile~~s~~ shall comply with Association policies and guidelines.
4.4.4 The Caucus Council shall consist of one representative from each caucus established by the OSBA Executive Director. The OSBA Executive Director will establish caucuses based on criteria established by the OSBA Executive Director in support of OSBA's vision, mission, and goals. Each established caucus may recommend one member to serve on the Caucus Council subject to approval of the OSBA board of directors.~~es shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~.
4.4.5 The Caucus Council budget shall be established by the board of directors.
4.4.6~~5~~ The Caucus Councile~~s~~ shall submit an end of fiscal year report to the board of directors that includes the following:

~~(a) The Caucus is meeting regularly;~~
(b) An accounting of the prior year's budget allocation;
(c) Identified officers and current ~~bylaws~~operating procedures;
(d) A summary of the Caucus Council's current goals, the prior year's Caucus Council activities that support those goals, and how the Caucus Council goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted to the board of directors at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.6 ~~The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.~~
~~4.4.7 The Oregon Rural School Board Members Caucus was established by a vote of the membership in 2023.~~ The Caucus Council was established by a vote of the membership in 2026, effective ~~and shall take effect on~~ July 1, 2027.

4.5 **Administration.** Each committee and the ~~c~~Caucus Council shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and the C~~c~~aucus Council shall also report on its activities at the regular meetings of the board of directors. Each committee and the C~~c~~aucus Council shall comply with the public meetings laws requirements ~~under~~ of ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the board of directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.2 **Appointment.** The board of directors shall elect officers by majority vote prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.3 **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.4 **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director completes the term of another officer who was unable to complete their term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. If an officer's position on the board is up for reelection by their region or redesignation by the Caucus Council, the officer must be reelected by their region or redesignated by the Caucus Council to continue serving in their officer position unless the officer position is the immediate past president. ~~Caucus Council directors serving in officer positions must continue to be recommended by the Caucus Council in accordance with their operating procedures.~~

5.5 **Compensation.** Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Officers shall not otherwise be compensated for service in their capacity as officers.

5.6 **Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.7 **Officers.** The officers of the Association are as follows:

5.7.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint any committee positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

5.7.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

5.7.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

5.7.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the OSBA E~~e~~xecutive D~~d~~irector or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

5.7.5 Immediate past president: The immediate past president shall advise and counsel other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in the PACE Restated Trust Agreement. It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

SECTION 8 GENERAL PROVISIONS

8.1 Amendment of Bylaws.

8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

8.1.6 Whenever an amendment or new bylaw is adopted, it shall be saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

8.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

8.3 Checks, Drafts, Etc. All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

8.4 Deposits. All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

8.5 Loans or Guarantees. The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

8.6 Execution of Documents. The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power

or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

8.7 Insurance. The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

8.8 Fiscal Year. The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.

8.9 Severability. A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2024. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017, then amended and adopted on December 14, 2018; December 15, 2023; December 15, 2024.

2026 OSBA BYLAWS BALLOT MEASURE

OSBA Governance Changes

A summary for member boards: what would change, why, and what comes next

To OSBA member boards,

In 2026, OSBA's Board Governance Committee led a review of how the association is governed. On September 19, 2026, the OSBA Board of Directors adopted a resolution to amend the OSBA Bylaws and referred it to you, our members, for a vote during the 2026 election cycle.

This summary explains what the amendments would change, why, and what would stay the same. The bylaws set the overall framework. Many supporting details would be worked out afterward through Board policy and operating procedures, with input from the people most affected. Each section lists those open details and who will decide them.

Each member board will vote on the amended bylaws as a single ballot measure. Approval requires two-thirds of returned ballots. The full text of the Board's resolution is included in the voting packet.

We encourage every member board to read the "At a Glance" page and discuss it before voting.

OSBA Board Governance Committee

At a Glance

The ballot measure contains four central changes, plus several smaller technical updates described later in this summary.

THE FOUR CENTRAL CHANGES

1

Ex-officio advisor seats. Would end the standing list of named,non-voting advisors on the Board. The Board could still invite advisors when needed.

2

Caucuses. Caucuses would advise the executive director instead of the Board. The executive director would establish caucuses using criteria the Board sets in policy. Today, adding or removing a caucus requires a member vote to amend the bylaws.

3

Caucus Council. Would create a new Caucus Council, with one representative from each caucus, to advise the Board. The two caucus seats on the Board would become two seats filled by the Board on the Council's recommendation. The Council would also have new pathways to additional leadership.

4

Legislative Policy Committee (LPC). Board members would choose whether to serve on the LPC instead of being required to. The Caucus Council would also have LPC seats (number determined in policy).

WHAT IS NOT CHANGING

Board size. The Board would keep up to 25 voting directors: up to 22 elected by region, plus 2 recommended by the Caucus Council.

Caucus seats during the transition. The two established caucuses would keep their Board seats until the new Caucus Council directors are appointed, or until the end of 2027, whichever comes first.

Caucus voice in governance. Caucuses would continue to have a path to leadership through the two Caucus Council seats and committee seats.

Board oversight of funding. The Board would continue to set caucus funding through the annual budget.

Why these changes

Members told us that the Board's size, unclear roles, and confusion between governance and advocacy are the biggest barriers to an effective Board. These changes are a first, measured step. The Governance Committee will review their impact after one year before recommending anything further, including any change to Board size.

Background

How the review was done

As part of OSBA's regular governance review cycle, the Board engaged Coraggio Group in 2026 to assess OSBA's governance structure. The assessment gathered input from:

188 survey respondents, 12 stakeholder interviews, and 7 focus groups, representing the Board, staff, member districts of every size, the caucuses, and the PRIDE Advisory Committee

A review of school board association bylaws in more than 30 states

Coraggio Group reported its findings in June 2026. The Governance Committee then held a design retreat on August 3, recommended bylaws amendments on August 24, and the Board adopted and took action to refer them to the membership on September 19.

Guiding principles

Four principles, set at the start of the review, shaped which changes moved forward:

Efficiency

Design structures that make purposeful use of staff resources and board member time. Every committee, caucus, and process should add clear value.

Effectiveness

Ensure governance structures enable the board to fulfill its core responsibilities: strategic oversight, policy governance, fiduciary accountability, and organizational leadership.

Engagement

Ensure boards as entities have genuine opportunities to participate and inform decisions without creating administrative burden or unnecessary complexity.

Representation

Balance representation between boards as fundamental units and districts serving larger student populations, ensuring all member voices carry appropriate weight while maintaining geographic practicality.

What we heard

- Board size was named by every member group as the greatest opportunity to improve efficiency, and **69%** of Board and staff respondents named it as a structure that should be re-evaluated.
- Confusion between governance and advocacy was the most-cited barrier to Board effectiveness (**29%** of all respondents), followed by unclear roles (**26%**).
- Board and staff rated the Board's understanding of OSBA's Board work **2.6 out of 5**, though they rated orientation **3.9**.
- The non-voting ex-officio seats were rated the least active and least impactful Board roles. **39%** of Board and staff respondents flagged them.
- Both caucuses and the advisory committee received below-target effectiveness ratings. Members of each group flagged their own group's structure for re-evaluation: **69%** of advisory committee respondents, **63%** of Rural Caucus respondents, and **56%** of Members of Color Caucus respondents flagged their own body's structure for re-evaluation.

The Four Central Changes

1. Ex-officio advisor seats

TODAY

Up to 25 voting directors: 22 elected by region, plus one from the Oregon School Board Members of Color Caucus and one from the Oregon Rural School Board Members Caucus. The bylaws cap the Board at 25 voting persons (Sec. 3.3).

Five named, non-voting ex-officio advisors: an NSBA director elected from Oregon; the executive director of the Coalition of Oregon School Administrators; the chair-elect of the Oregon Association of Education Service Districts; the board president of the Oregon Community College Association; and the chair of the State Board of Education.

WHAT WOULD CHANGE

The named list of ex-officio advisors would be removed.

The Board could designate non-voting ex-officio advisors as needed (Sec. 3.5.4).

WHY

The ex-officio role and its relationship to the Board were never clearly defined. These seats were rated the least active and least impactful Board roles, and 39% of Board and staff respondents flagged them. Peer state associations seat 14 to 19 voting directors; OSBA seats up to 25.

2. Caucuses would advise the executive director

TODAY

Two caucuses are named in the bylaws: the Oregon School Board Members of Color Caucus and the Oregon Rural School Board Members Caucus.

Each holds a guaranteed Board seat and LPC seat and advises the Board directly.

A caucus can be created or eliminated only by a bylaws amendment approved by members.

The PRIDE Advisory Committee is not named in the bylaws. It advises the Board and has no guaranteed Board or LPC seat.

WHAT WOULD CHANGE

The executive director would establish caucuses that support OSBA's vision, mission, and goals, following criteria the Board adopts in policy.

Caucuses would advise the executive director instead of the Board. The Caucuses would no longer be approved by the membership.

The two current caucuses would no longer be named in the bylaws. The expectation is that they would be re-established under the new framework, but that would happen through policy, not through this ballot measure.

The PRIDE Advisory Committee is not addressed in the bylaws, so this measure has no immediate effect on its status. Any change would come through Board policy.

Staff support would be defined in caucus operating procedures and an executive director framework rather than in the bylaws.

The Board would continue to evaluate the executive director, providing accountability for groups that report to that position.

WHY

Today the two caucuses and the advisory committee have different budgets, seats, authority, and resources. A single framework would give every caucus the same pathway and the same rules.

Reporting to the executive director would connect caucuses more directly to OSBA staff and day-to-day operations, providing greater flexibility in how they conduct their work while supporting effective coordination and implementation.

STILL TO BE DECIDED

- Criteria and safeguards for establishing a caucus, grounds for dissolving one, and an appeal to the Board if a caucus request is denied or is dissolved (OSBA Policy Committee)
- How caucus leaders are selected, how long they serve, and how leadership rotates (caucus operating procedures)
- What staff provide to caucuses and how staff take part in their meetings (caucus operating procedures and executive director framework)
- How Oregon public meetings law applies to caucus meetings (OSBA Policy Committee, with legal review)

3. A new Caucus Council, and caucus seats on the Board

TODAY

Each of the two caucuses designates one voting director to the Board and Legislative Policy Committee.

Each caucus manages its own budget.

Adding a caucus adds a seat on both the Board and the LPC.

WHAT WOULD CHANGE

A new Caucus Council, advisory to the Board, composed of one Board-approved representative from each caucus, (Sec. 4.4.4).

The Council would recommend two people for the Board to appoint as full voting directors (Secs. 3.5, 3.5.3). These replace the two current caucus seats.

The Council would have the option to recommend a Finance Committee member, LPC members, and members to other Board committees. Recommendations would be subject to the approval of the Board.

The Council would adopt operating procedures (Sec. 4.4.2), keep minutes, report at Board meetings, follow public meetings law (Sec. 4.5), and file a year-end report (Sec. 4.4.6).

The Board would set the Council's budget (Sec. 4.4.5), as it sets caucus budgets today.

New caucuses would join the Council without adding Board seats.

Filling seats and the transition

Officer overlap. If the president or immediate past president is a Caucus Council director, the Council would select an additional director for that term (Sec. 3.5.3).

Start date. The new structure would take effect July 1, 2027, to allow time to develop the supporting policies and procedures

Transition. The two current caucus directors would keep their seats until the Board appoints the two Council directors, or until the end of 2027, whichever comes first.

WHY

One Council would give every caucus, current and future, the same pathways to leadership. The Council structure allows new caucuses to be added without expanding the Board or revising the bylaws each time a caucus is created. This provides greater flexibility while addressing member concerns about Board size.

STILL TO BE DECIDED

- The Council's operating procedures, including how it selects candidates for its two Board seats (OSBA Policy Committee)
- How Caucus Council budget is distributed to individual Caucuses (Caucus Council)

4. Legislative Policy Committee (LPC)

TODAY

Members: all voting Board members, elected regional representatives (Sec. 4.1.3(c)–(e)), the President as an ex-officio voting member, and one designee from each caucus.

Board policy (Policy 2100) requires every director to serve on the LPC.

The bylaws set two-year terms for LPC seats, with terms starting in January 1 of even-numbered years.

WHAT WOULD CHANGE

Members: Board members who choose to serve; the president (ex officio, voting); all Executive Committee members (required to serve); elected regional representatives; and members recommended by the Caucus Council (Sec. 4.1.3(b)).

Two-year terms starting January 1 of even-numbered years, with members being limited to up to five consecutive terms, then eligible again after a two-year break (Sec. 4.1.3(f)).

WHY

Requiring every director to serve on the LPC blurred the line between governance and advocacy, the barrier to effectiveness respondents named most often. Voluntary service would place directors on the LPC who are ready and have capacity for the advocacy role. Term limits would create predictable rotation and new leadership pathways. Seating Council designees would keep caucus representation on the LPC through one consistent process.

STILL TO BE DECIDED

- How directors indicate interest in LPC service, and how seats are filled (OSBA Policy Committee)
- How many Caucus Council designees serve on the LPC (Board and Caucus Council)
- How current members, and directors who join mid-cycle, move into the new term cycle (OSBA Policy Committee)

Other Changes on the Same Ballot

These technical updates are part of the same ballot measure. Items already covered above are noted, not repeated.

CHANGE	WHAT IT DOES
Resolution deadline (2.5)	Moves the deadline for submitting resolutions to the Board from September 30 to September 15.
Region declaration (2.6.2)	Clarifies that if a member has a main administrative office in more than one region, the member must declare which region it intends to vote and shall only vote in that region.
Regional review (2.7)	Formal review of OSBA's regions would happen at least every five years instead of every three.
Annual meeting (2.8)	Keeps the annual members' meeting but drops the requirement that it be in person in November. OSBA would still report on its activities and finances at least once a year.
Quorum and approval (2.13, 2.14)	Blank ballots and abstentions would count toward quorum but would not count as "no" votes.
Board vacancies (3.6)	Clarifies that the Board would be able to fill any vacant director seat by appointment, except an extra seat created under Sec. 3.5.1(e) when the president or immediate past president is no longer from that region.
Contiguous regions (3.6)	Ends the option of appointing a director from a neighboring region. Directors would have to come from the region they represent.
Finance Committee term limits (4.1.2)	Members starting on or after January 1, 2027, would be able to serve five consecutive two-year terms, then return after a two-year break. Current members would not be affected.
Officer reelection (5.4)	Clarifies that an officer (other than the past president) whose Board seat is up for election would have to be reelected by their region to remain an officer.
Also on the ballot	Caucus director transition (3.5.3) and Finance Committee Council designee (4.1.2): see Change 3. LPC terms (4.1.3(f)): see Change 4.

Improvements Already Underway (No Vote Needed)

These improvements fall within the Board's and staff's existing authority. Several are already in progress.

AREA	WHAT IS CHANGING
Onboarding	Written role descriptions at recruitment, mentoring for new directors, and a check-in at six to eight months.
Board and LPC expectations	Written attendance and engagement expectations and a way to track them, applying equally to regional and Caucus Council directors.
Regional director role	Clarifies that regional directors are a point of contact for member boards, not their delegates, and owe their primary duty to the association as a whole as its fiduciaries.
Governance training	Ongoing training on Board, staff, and officer roles, fiduciary duty, and officer eligibility.
Member communication	Clear ownership of member communication, a regular governance digest and legislative updates, and roadshows redesigned for two-way dialogue.
Meetings	In-person sessions for complex decisions and more emphasis on preparation before meetings.

Timeline

June 2026	Coraggio Group delivered governance review report
August 3, 2026	Governance Committee design retreat
August 24, 2026	Governance Committee recommended bylaws amendments
September 19, 2026	Board adopted resolution and referred it to members
2026 election cycle	Member vote Oct. 15 – Dec. 15
January 1, 2027	New Finance Committee term limits apply to incoming members
July 1, 2027	New caucus and Caucus Council structure takes effect
By December 31, 2027	Caucus Council directors seated on the Board
One year after implementation	Governance Committee reviews impact



2026 OSBA Election Information - Lane Region

In even-numbered years, member boards take official action to elect regional representatives for odd-numbered positions on the OSBA Board of Directors and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- *The Lane region holds one position on the Board of Directors which is not up for election.*
- *Candidate materials are posted on the OSBA Election Information page.*
- *There is one resolution being brought before the membership at this time. Resolution information is posted on the OSBA Election Information page.*
- *Member boards must take official action to vote.*
- *A quorum consists of a majority of members in good standing at the time ballots are due. For each ballot item, any returned ballot, including a blank ballot or abstention, counts toward establishing a quorum; however, blank ballots and abstentions do not count as either Yes or No votes.*
- *Please use this map to verify your region before proceeding. You may only vote in the region where your main administrative office is located. If you have a main administrative office in more than one region, you must choose one region and only vote in that one region. If multiple ballots are submitted from the same region, only the first submitted ballot will be counted.*

Lane Region Official Ballot

1. Resolution 1 - Adopts the proposed amendments to the OSBA Bylaws.

- ◯ Yes - adopt
- ◯ No - do not adopt

Board Action Verification

* 2. Type the name of the district, ESD, or community college board that officially made this vote.

* 3. Type the meeting date when the board officially made this vote.

* 4. Type your name and title.

Done

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