

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Hybrid
(in-person or via Zoom)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, December 10, 2025

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

Zoom Webinar at:

<https://4j-lane-edu.zoom.us/j/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>,
Webinar ID: 965 1638 6055

A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

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

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

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

6:00 PM

Regular Board Meeting

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Board Chair Welcome
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent’s Report
- VI. Receive Reports from High School Student Representatives
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups

- IX. **Consent Group - Items for Action**
 - 1. Approve the draft meeting minutes for: 3
November 19, 2025 – Board Work Session
 - 2. Approve Personnel Actions 15
Presenter: Dr. Miriam Mickelson, Superintendent
 - 3. Approve Bond Project – Multi-Site Video Management System (VMS) 17
and Camera Replacement
Presenters: Jennifer Bills, Director of School Safety and Emergency
Management, Ryan Spain, Director of Facilities

- X. **Items for Information**
 - 1. Receive Monthly Finance Report (15 minutes) 18
Presenter: Matt Brown, Director of Finance
 - 2. Receive Information on Phase 1 of the Budget Reduction Plan (20 25
minutes)
Presenters: Dr. Miriam Mickelson, Superintendent and Matt Brown,
Director of Finance

- XI. **Items for Action**

1.	Approve Student Investment Account (SIA) 2025-27 Grant Agreement (10 minutes) Presenters: Judy Jesiah, Manager of Financial Stewardship & Compliance (State & Federal Grants), Carmen Xiomara Urbina, Chief of Staff	32
2.	Approve Revisions to Policy AC–Nondiscrimination (5 minutes) Presenter: Christine Nesbit, General Counsel	61
3.	Approve Resolution 2025-26-06 Authorizing a Reduction in Force – Administrative Staff (20 minutes) Presenter: Dr. Miriam Mickelson, Superintendent	66
4.	Review Board Policy DI–Financial Management Policies and discuss the district's reserve fund (20 minutes) Presenters: Dr. Miriam Mickelson, Superintendent and Matt Brown, Director of Finance	68
5.	Consider adding "Suggestions by the Board for Consideration of Items at a Future Meeting" to Work Session Agendas (10 minutes) Presenters: Tom Di Liberto, Board Chair and Ericka Thessen, Board Vice Chair	76
XII.	Items for Action at a Future Meeting – NONE for December 10, 2025	
XIII.	Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
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.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
December 10, 2025

Title:
Approve the DRAFT Board Meeting Minutes for:

- November 19, 2025 Board Work Session

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

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

Date: November 19, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on November 14, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Christine Nesbit, General Counsel
Jeff Johnson, Director of Elementary Education
Jen Bills, Director of Safety and Emergency Management
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Oscar Loureiro, Director of Research and Planning
Erin Gaston, Curriculum Administrator
Katie Stiles, K-5 Curriculum TOSA
Ed Mendelsohn, College and Career Readiness Administrator
Andy Hock, Project Based Learning & Community Outreach Specialist
Sara Justice, Instructional Coaching Coordinator
Sarah Knudsen, Literacy Specialist
Katie Stiles, Literacy Specialist
Kyle Tucker, Chief Operations Officer
Brooke Wagner, Assistant Superintendent for Administrative Services
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Jamie Meyers, Eugene Education Association (EEA) President

Dave Wines, Eugene Education Association (EEA) Vice President

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

MEDIA:

KRVM

I. CALL WORK SESSION TO ORDER, ROLL CALL

Chair Di Liberto called the Eugene School District 4J work session to order at 6:00 p.m.

II. BOARD CHAIR WELCOME

Chair Di Liberto reported on Board of Director's (BOD) activities:

- Attendance at Arts and Technology (ATA) lunch hour and karaoke event
- Attendance at Ruby Bridges marches throughout the district
- Attendance at an Oregon School Boards Association (OSBA) conference in Portland
- A Board member serving as a panelist in the Courageous Conversations class at South High School
- A Board member visit to the Chavez Elementary School Library
- Face to face meetings with other local school districts

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. PUBLIC COMMENT

Chair Di Liberto read the rules of engagement for public comment during a work session.

Rebecca Gourgey provided comments about her experience as a special educator at South Eugene High School. On the topic of Career and Technical Education (CTE), she said since the start of Future Build and the addition of Creative Currents in EmpowerED and HumaniTech, she has witnessed roughly 20 students from her caseload participate in the programs. She said their successes are unparalleled compared with any other program in the district. She provided a personal story about one of her students and added that her students have accomplished a 100% completion rate over the past three years. She urged the district to recognize the value of CTE programs in light of current budget constraints.

V. COMMENTS BY EMPLOYEE GROUPS

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton requested to speak following the monthly finance report.

VI. CONSENT GROUP – ITEMS FOR ACTION

**1. APPROVE THE DRAFT BOARD MEETING MINUTES FOR: NOVEMBER 5, 2025
BOARD MEETING**

2. APPROVE ROUTINE PERSONNEL ACTIONS

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

VII. ITEMS FOR INFORMATION

**1. RECEIVE AN UPDATE FROM THE CENTER FOR APPLIED LEARNING
AND COMMUNITY IMPACT (CALCI)**

CALCI Administrator Ed Mendelssohn and CALCI TOSA Andy Hock provided an update from the Center for Applied Learning and Community Impact (CALCI) via PowerPoint presentation.

Mr. Mendelssohn said that 4J CTE has 21 programs, 28.32 FTE, 33 teachers, and over 3,000 students. He provided information about which programs are at which schools. He shared statistics illustrating the benefits of CTE, primarily for students' post-graduation, as they embark on their career or college pathways.

He showed a slide depicting that regional research found a gap in the system, including that students do not have the skills and resumes that employers want, and that schools do not have the resources to create the opportunities that will motivate students to develop them. He said through partnership and talking with CTE, they have landed on a model that helps bridge the readiness gap, known as the Collective Impact Project, combining community, education, and industry.

Mr. Hock described a Collective Impact Project known as Play Without Limits in which students are building adaptive toys for young people who experience disabilities. He said Lane STEM Hub is providing additional resources for the program. He invited Board members to a showcase happening on Thursday, December 4, 2025 at 4:30 p.m. at South Eugene High School. He mentioned other Collective Impact Projects including, but not limited to, Everyone Village and Creative Current Branding.

Mr. Mendelssohn articulated challenges with enrollment and capacity. He said Future Build is a fully mature program. Other programs have nowhere near the capacity, but they have ideas about how to increase it. He emphasized results and asked that staff be included in district leadership discussions.

Mr. Hock provided information related to attracting historically marginalized students to CTE programs. He said 41% of 4J CTE students have an Individualized Education Plan (IEP), a 504, or have attended special education classes – demonstrating meaningful opportunities for students.

He said they have received state funding in addition to over \$170,000 in grants and donations, signaling community support.

Mr. Mendelssohn said their intent now is to take the lessons learned and results they have seen and leverage them into other district programs.

Mr. Mendelssohn and Mr. Hock opened the floor to questions from the BOD.

Vice Chair Thessen commented about the positive community impacts she has observed thanks to Future Build.

Ms. Newman asked what kind of efforts are made to link graduates with apprenticeships.

Mr. Mendelssohn said that they are partnering with Connected Lane County, University of Oregon (UO), and Lane Workforce Partnership.

Ms. Munro asked how much their department uses information from Lane Workforce about economic gaps for employees and applicants and specific trades they wish to support in the community when looking at course offerings and programs they develop.

Mr. Mendelssohn said they are getting better at it, and provided a couple of examples.

Ms. Munro asked about the experience for students who complete a CTE pathway versus those who take one or two courses.

Mr. Mendelssohn responded that as a student persists in a program, they develop a more sophisticated and robust skillset; and that at the intermediate and advanced levels students are beginning to practice, demonstrate, and connect with industry.

Mr. Hock added that students in advanced level classes receive industry-recognized credentials.

In closing, Mr. Mendelssohn stated that although CTE was previously viewed as an elective, it is clear that it is an absolutely necessary pathway to many students' futures.

2. RECEIVE AN UPDATE ON DISTRICT LITERACY INITIATIVE

Elementary Curriculum Administrator Erin Gaston, Literacy Specialist Sarah Knudsen, Instructional Coaching Coordinator Sara Justice, and Literacy Specialist Katie Stiles provided an update on district literacy initiatives via PowerPoint presentation.

Ms. Gaston outlined the following Early Literacy Goals:

- Improve foundational literacy outcomes for all students, with an emphasized focus on students in our focal group
- Provide teachers with high quality instructional materials and essential professional learning to meet students' early needs
- Empower teachers with systems and resources to identify students at risk of reading difficulties and effectively intervene
- Identify and fill gaps in instruction, materials, and outcomes to ensure all students have access to the support they need when they need it

She outlined Early Literacy grants:

An annual investment of about \$1,350,000 in K-5 literacy

- 1) ODE's Early Literacy Grant
 - a. Curriculum and Materials
 - b. Professional Development and Coaching
 - c. High Dosage Tutoring
 - d. Staffing Specialists
 - e. Extended Learning

- 2) Comprehensive State Literacy Development Grant (CLSD)
 - a. Supplemental Curriculum
 - b. Professional Development
 - c. Staffing Specialists
 - d. Intervention and Support
 - e. Family Engagement

Professional Development:

- Foundations training for all K-3 teachers included observing in peers' classrooms and deepening understanding of routines and structures within foundational literacy
- LETRS training for 280+ teachers
- Wit and Wisdom training for instructional coaches, principals, and 4th/5th grade teachers
- Tier 2 intervention materials for K-5 and best practices for small group instruction
- Effective practices for screening students for intervention
- Dual language literacy alignment at Spanish immersion schools
- Teacher training about Science of Reading updates within the ARC curriculum

Staff presented Instructional Coaching, noting that every elementary school has an instructional coach who provides essential literacy supports to individual teachers, grade level teams, and the building as a whole.

- Instructional coaching coordinator to develop a professional learning program for building-based coaches
- Support teachers in Tier 1 and 2 instruction and materials
- Lead building-wide and grade level data team meetings to inform instructional decisions to meet the needs of all learners
- Support teachers during and after professional learning by coaching teachers looking to enhance their practice with newly acquired skills
- Building-wide PD developed in response to SCIP plans
- Guide teachers through coaching cycles – goal setting, learning, data collection, and reflecting to refine practice

Curriculum and Materials:

A significant amount of resources have been added to buildings to support literacy instruction

- Foundations decodable readers for every K-2 classroom
- Level 3 Geodes
- High interest decodables for older readers
- Phonics for Reading and Rewards curriculum for 4th and 5th grade intervention
- Updated teacher guides and student facing materials for ARC
- ACR aligned Spanish and English decodable texts K-1

High Dosage Tutoring:

A Walk to Read intervention model was piloted at Howard and Chavez to provide as many students as possible with targeted, small group reading intervention.

- Developing a comprehensive K-3 reading intervention curriculum using the Foundations scope and sequence and routines and research-backed strategies for reading instruction
- Adding 10 hours of classified staffing to each building for dedicated High Dosage Tutors
- Training all teachers and EAs in the intervention curriculum
- Supporting using data to make informed decisions about student needs
- Coaching teachers and EAs throughout the year in effective small group instruction

Outcomes:

212 total students in both schools got at least 30 minutes of high dosage tutoring in groups of no more than 4:1 at least 4 days a week

- 88% of all students demonstrated growth
- 91% of English Language Learners demonstrated growth
- 89% of Hispanic students demonstrated growth
- 84% of students with disabilities demonstrated growth

What's Next?:

- Examine disparate reading outcomes and develop plans to ensure all students achieve at high levels
- Expand and systematize both Walk to Read and High Dosage Tutoring to benefit more students
- Analyze instruction and practices in classrooms in which students experience significant literacy gains to identify key instructional moves and scale them district-wide
- Complete a comprehensive needs assessment, inclusive of teacher voice
- Develop clear MTSS structures and processes for reading at all three tiers of instruction

Ms. Jonak asked if the work also helps inform literacy supports through middle and high school.

Ms. Gaston responded that the state has released an adolescent literacy plan to expand and support the upper grades.

Ms. Newman inquired about feedback they have received from teachers.

Ms. Gaston responded that there is a survey component of the Comprehensive Needs Assessment.

Ms. Jonak asked if training and other resources are available to classified staff such as EAs and SPED EAs.

Ms. Gaston responded that some trainings are available to them. She said they are not able to offer LETRS training specifically for classified staff.

Ms. Rabasa asked if the district needs to select new curriculum every seven years.

Ms. Gaston clarified that the district does not need to select new curriculum, but they do need to review the materials to ensure they align with state standards, then affirm and adopt them.

Ms. Rabasa suggested including a question about the impact of curriculum on an educator's relationship with their work, specifically whether it has impacted them positively, negatively, or neutrally.

Ms. Gaston responded affirmatively.

Chair Di Liberto requested data related to how educators create the time for other core subjects.

Ms. Gaston referenced an instructional minutes guidance document, providing recommended minutes for each of the different content areas.

Responding to a question posed by Ms. Munro about district versus state reading score data, Ms. Gaston explained that the district uses Easy CBM, which is a very different measure of application of reading skills than Smarter Balance, the more robust measure used by the state. She said Easy CBM scores are generally higher than Smarter Balance outcomes.

Responding to another question from Ms. Munro, Ms. Gaston described reading interventions.

Ms. Rabasa asked about the distribution of hours for High Dosage Tutoring.

Ms. Gaston responded that the goal was to add two additional five-hour EAs. She mentioned that the classified tutors work closely with the classroom teachers.

3. RECEIVE A REPORT ON THE SYSTEMWIDE VOICES ENGAGEMENT RESULTS: INPUT FROM STAFF, FAMILIES AND COMMUNITY ON 2026-27 BUDGET PRIORITIES

Chief of Staff Carmen Xiomara Urbina reported on the Systemwide Voices Engagement Results: Input from Staff Families, and Community on 2026-27 Budget Priorities via PowerPoint presentation.

She explained that the results are from the ThoughtExchange engagement during fall 2025. She said there was a strong wide-ranging participation across the community.

She shared the purpose:

- Share key themes from six participants engagement groups
- Show where voices are aligned – and where they diverge
- Highlight systemwide risks and priorities
- Connect this input to our 2026-27 budget guardrails
- Set up Phase II decision-making for January-March

She provided a participation snapshot, revealing a total of 1,386 participants and deep engagement with 67,422 ratings submitted.

Ms. Urbina highlighted the following ‘North Star,’ shared across all groups: “Protect what directly touches students. Streamline what doesn’t. Be transparent about how we get there.”

She introduced a table depicting alignment across participant groups and key themes, noting that all groups agree on the following:

- Protect classroom and student-facing supports
- Reduce administrative overhead / increase efficiency
- Protect SPED and behavioral and mental health supports
- Fiscal transparency and clear communication
- Keep equity at the center of decisions

She briefly introduced areas of diversion and systemwide risk themes.

Ms. Urbina highlighted the following priorities:

- Protect Non-negotiables: *Keep dollars close to students.*
- Redesign – Make Systems Leaner and Cleaner: *Streamline what doesn’t touch students every day.*
- Pause / De-implement – Where participants see flexibility: *Step back from what is low impact or unsustainable*

She shared the requested commitment moving forward:

- Keep dollars closest to students
- Make equity measurable and sustainable
- Improve operational efficiency
- Communicate early, often, and transparently
- Partner with families, staff, and community

Ms. Urbina opened the floor to questions and comments from the BOD.

Responding to a question posed by Ms. Newman about the methodology used in the ThoughtExchange, Ms. Urbina said that the program allows them to access and create the metrics and then conduct meta-analysis. She said what would otherwise take up to 15 days is completed in three days with ThoughtExchange.

4. RECEIVE MONTHLY FINANCE REPORT

Finance Director Matt Brown presented a monthly finance update via PowerPoint presentation.

He showed a line graph depicting that enrollment is following a predictable pattern as compared with previous years.

He showed a line graph depicting that general fund revenue is also following a predictable pattern as compared with previous years. They expect a significant uptick in revenue as property taxes come in in November.

Mr. Brown showed a line graph depicting general fund expenses, including that expenses have remained steady, and not increased, as a result of district changes around purchasing policies and credit cards. They anticipate the trend continuing through November.

He said general fund over/under spending is also on trend with previous years.

He highlighted two tables: an October financial summary and general fund budget-to-actual, noting that both revenue and expenditures were higher than the previous year.

Mr. Brown closed by stating that the Financial Audit is now completed.

Concerning the Financial Audit, Ms. Munro asked if there were any material findings.

Mr. Brown responded that there was one significant deficiency and there were two material weaknesses. He described the reasons for the findings and said they were resolved.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton provided comments describing the frustration OSEA members are feeling as contract negotiations continue. She cited budget choices related to contract negotiations. She said they were assured during school board elections that voting to add 3% to the reserves would not impact bargaining. Ms. Jenkins-Easton emphasized that classified employees are volunteering numerous hours of their time to complete the bargain, and this contract negotiation has taken twice as long as the previous one. She raised concerns about district timeliness and communications.

5. REVIEW BOARD POLICY DI-FINANCIAL MANAGEMENT POLICIES AND DISCUSS THE DISTRICT'S RESERVE FUND

Superintendent Mickelson and Mr. Brown presented a review of Board Policy DI-Financial Management Policies and Discuss the District's Reserve Fund via PowerPoint presentation.

Mr. Brown reminded the Board that the current reserve policy was adopted in February 2025. He provided the following updates:

- Creates flexibility for updates as needed
- Sets Minimum for General Fund at 8%
 - Based on Operating Expenditures each year
 - 3% Contingency
 - 5% Unappropriated
- How much does a percent cost? (\$270 million budget ~ 1% = \$2.7M)
 - 10% = \$2.70M
 - 8% = \$21.6M
 - 5% = \$13.5M
 - 3% = \$8.1M
- Purpose for Change
 - Volatility of Federal and State Funds
 - What if Title Funds were suddenly gone?
 - What if Special Education funds were suddenly gone?
 - State School Fun and Integrated Guidance reductions
 - The difference between 1 last paycheck and 2 or 2
 - Reduction of "extra" funds in General Fund
 - Typically set aside funds for the Superintendent to hire additional staff when students return
 - Mid-year changes / needs within schools and departments
 - Payroll for Eugene School District
 - Average monthly payroll is \$25M

He presented a graph showing the current forecast if no changes are made. He presented a graph reflecting if the reserve policy was changed to 5%.

Mr. Brown presented a graph depicting how the current 8% reserve policy will affect the budget through the 2026-27 school year.

He presented a graph depicting how adopting a 5% reserve policy would affect the budget through the 2026-27 school year.

He noted that the dollar difference between 5% and 8% is roughly \$7.5 million. He reiterated that the district is spending more than it is bringing in and emphasized the need for a sustainable reserve policy. He provided regional district reserve rate comparisons.

Mr. Brown, Superintendent Mickelson, and the BOD engaged in a robust discussion about the district's reserve policy.

Superintendent Mickelson requested that any changes to the reserve policy be made at the December 10, 2025 Board meeting.

VIII. ITEMS FOR ACTION

1. VOTE IN OREGON SCHOOL BOARD ASSOCIATION (OSBA) ELECTIONS

Chair Di Liberto provided relevant background information before engaging the BOD in an election process.

MOTION: Vice Chair Thessen moved to support Maya Rabasa for OSBA Board of Director Position 6. Ms. Newman seconded. **The motion passed unanimously, 6:0:1; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, and Ms. Munro all voting in favor. Mr. Hamilton abstained.**

MOTION: Vice Chair Thessen moved to support Judy Newman for OSBA Legislative Policy Committee Position 6. Ms. Rabasa seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER PROPOSED REVISIONS TO POLICY AC – NONDISCRIMINATION

Ms. Nesbit provided information about proposed revisions to Policy AC – Nondiscrimination. She said the changes are necessary to align with new ODE regulations and policy requirements.

X. ADJOURN

Chair Di Liberto adjourned the work session at 8:56 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

Recorded by Terah Van Dusen, LCOG



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

Dec 10, 2025

Title

Approve Personnel Actions

Presenter

Dr. Miriam Mickelson, Superintendent

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2025-26 school year:***

Employee ID	FTE
162915	1.0

- 2. Approve the employment of the licensed employees listed below for the 2025-26 school year:***

Employee ID	FTE
167422	1.0
172603	1.0
172761	1.0

- 3. Ratify the termination of the following individual employment contracts, effective June 30, 2026, based on a reduction in force:***

Employee ID	Reason	Effective Date
133372	Reduction In Force	06/30/2026
165365	Reduction In Force	06/30/2026
160698	Reduction In Force	06/30/2026

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

Employee ID	Reason	Effective Date
167111	Resignation	12/19/2025
137063	Retirement	12/01/2025
135655	Retirement	02/01/2026



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

December 10, 2025

Title:

Bond Project – Multi-Site Video Management System (VMS) and Camera Replacement

Presenters:

Jennifer Bills - Director of School Safety and Emergency Management
Ryan Spain - Director of Facilities

Background:

Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance projects at every 4J school. The current VMS components have reached the end of their useful life and cameras have aged and are failing. A renewed VMS and camera system is needed to maintain and improve school and building safety.

Budget/Resource Implications:

This purchase includes all labor/materials for a new video management system, replacement of cameras at all 4J buildings, targeted new locations, and will be funded from available General Obligation Bond funds. Multiple VMS systems were evaluated and the recommended award is for Verkada installed by Convergent for \$1,841,761 under the OMNIA purchasing agreement #R220702.

Recommendation:

The superintendent recommends the award to Convergent for the new VMS/Camera system in the amount \$1,841,761 funded from General Obligation Bond funds.



ITEM FOR INFORMATION

Date of Meeting:

December 10, 2025

Title:

Receive Monthly Finance Report

Presenter:

Matt Brown, Director of Financial Services

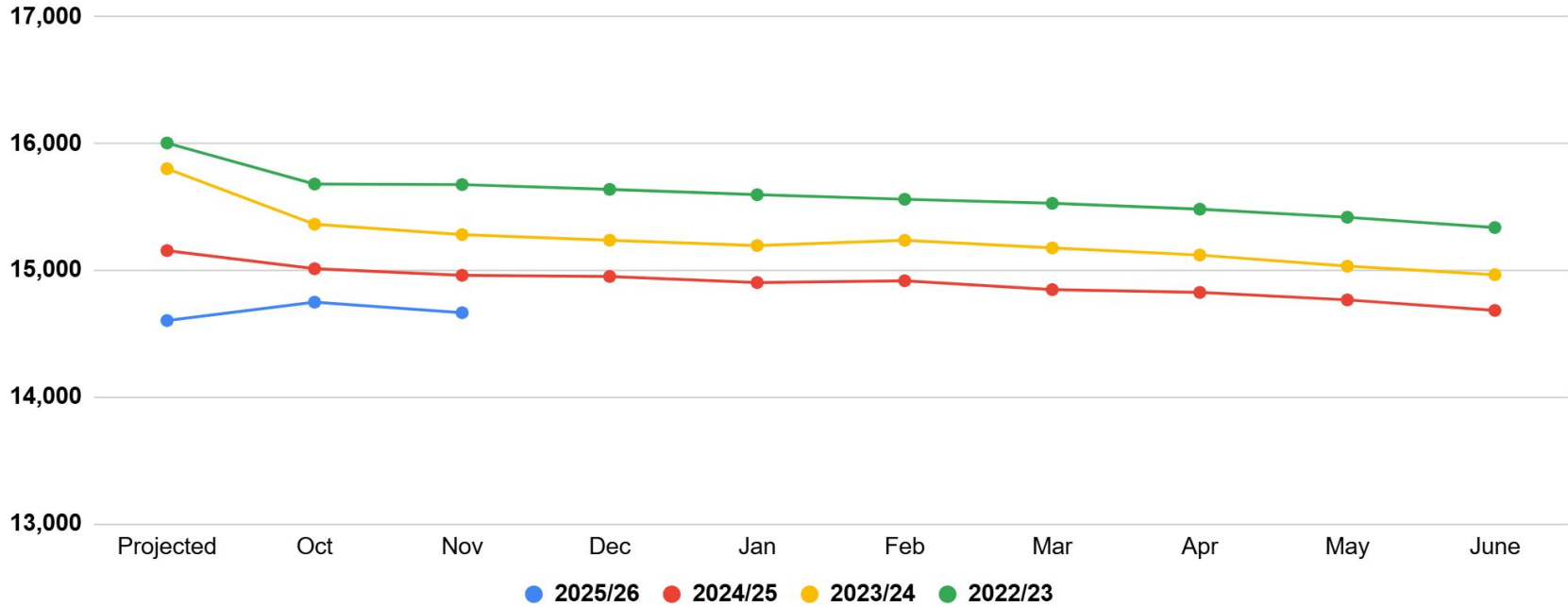
Background:

The Board will receive monthly financial reports from the Finance Director throughout the 2025-26 School Year. The intention is to keep the Board informed of where the district is financially throughout the year. Staff want to ensure board members have the opportunity to ask questions as we go through the year and begin our budget process for the 2026/27 year.

Financial Update

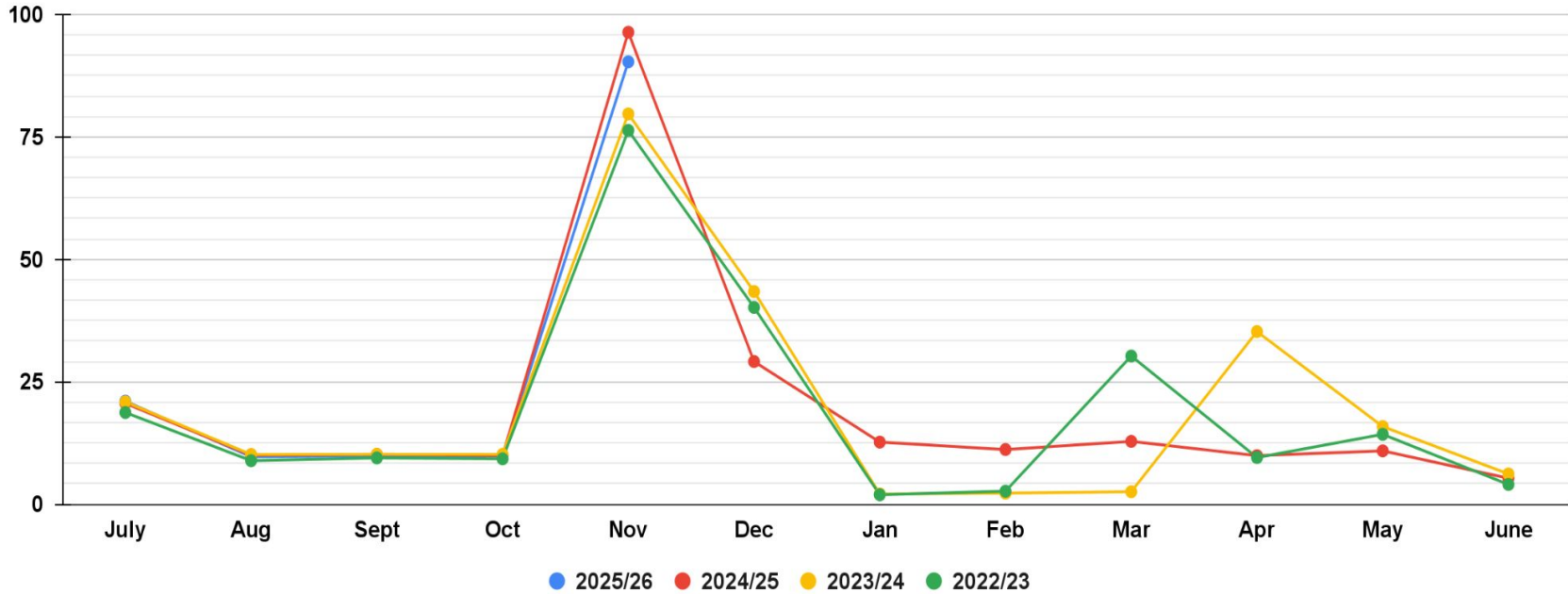
As of November 2025

Enrollment



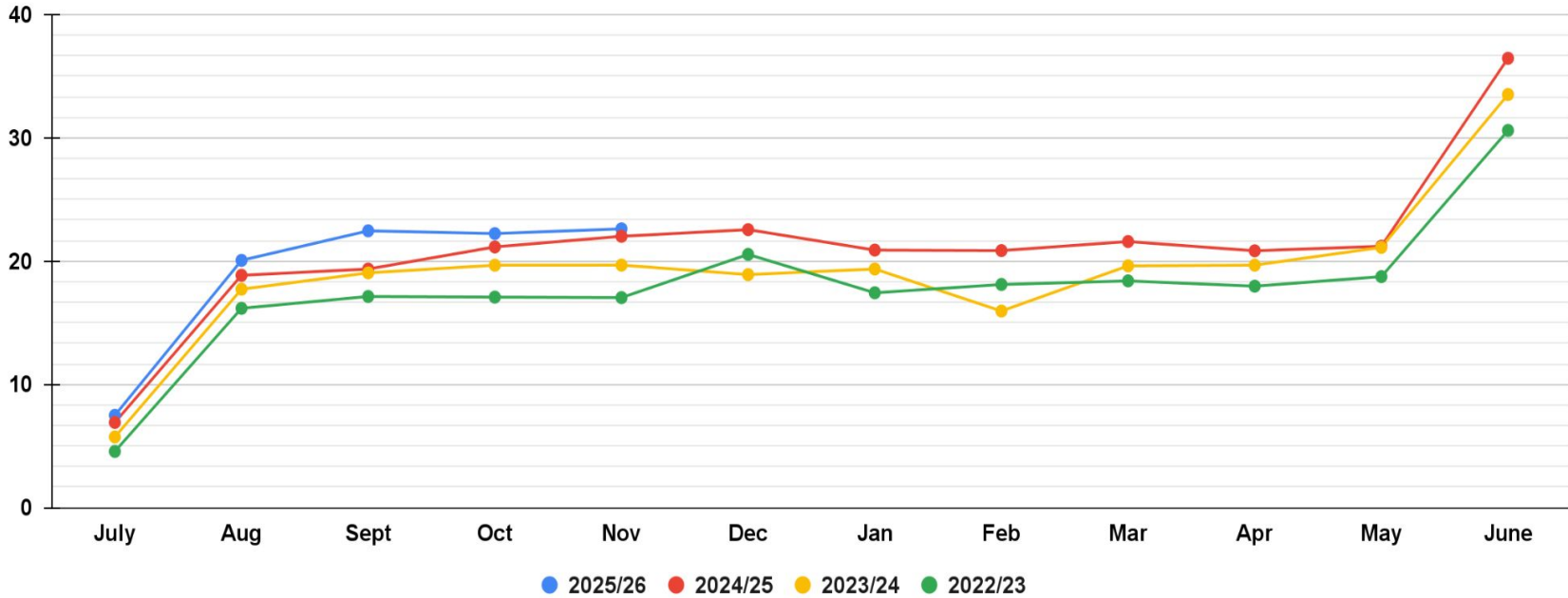
<u>ENROLLMENT</u>	<u>Projected</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	14,604	14,749	14,666							
2024/25	15,156	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,802	15,364	15,282	15,238	15,196	15,237	15,177	15,121	15,033	14,966
2022/23	16,005	15,681	15,677	15,639	15,597	15,561	15,529	15,483	15,419	15,338

General Fund - Revenue



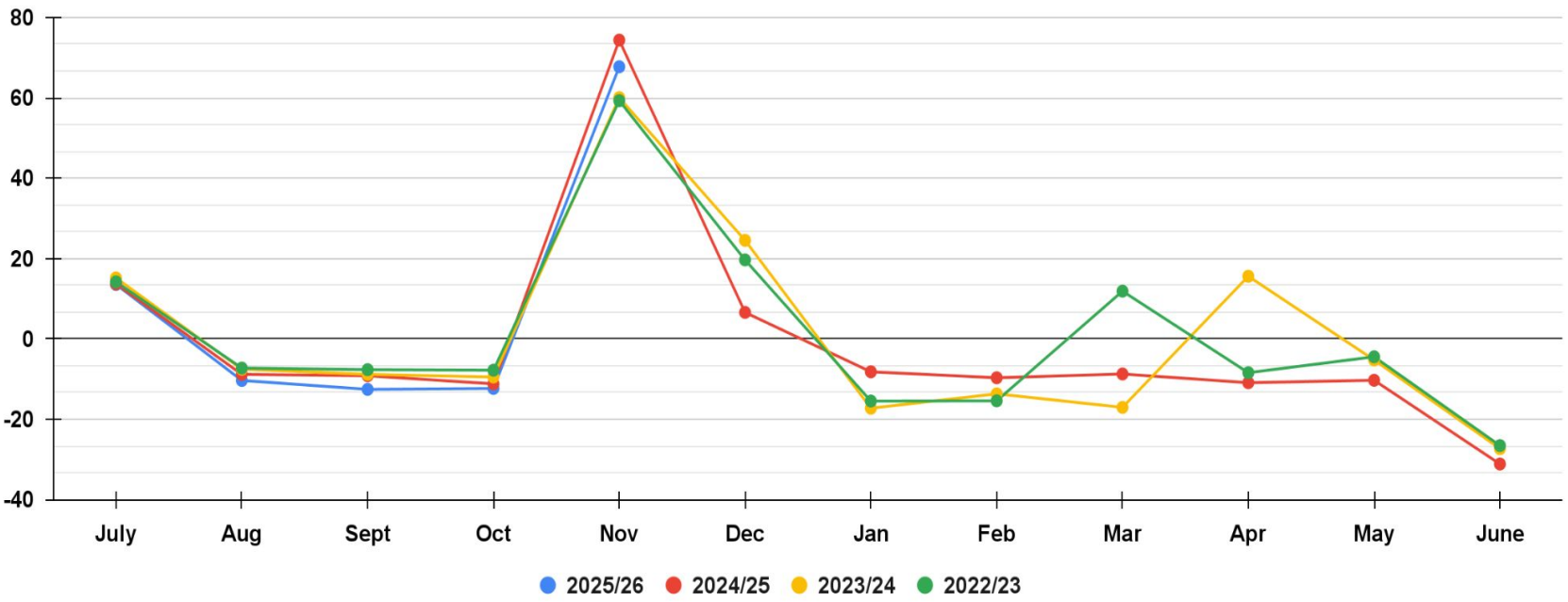
GF REVENUE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025/26	21,033,913	9,703,021	9,877,390	9,881,313								
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800
2022/23	18,727,498	8,891,854	9,449,751	9,265,344	76,320,493	40,184,494	1,930,780	2,664,988	30,255,670	9,529,786	14,267,164	4,028,977

General Fund - Expenses



<u>GF EXPENSES</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	7,489,442	20,059,732	22,453,511	22,231,543								
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,452,683
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,336
2022/23	4,558,690	16,168,123	17,127,312	17,076,632	17,035,305	20,542,359	17,426,381	18,100,383	18,391,142	17,963,367	18,737,148	30,597,333

General Fund Over/Under Spending



<u>GF Over/Under</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	13,544,471	-10,356,711	-12,576,121	-12,350,230								
2024/25	13,684,957	-8,844,080	-9,192,432	-11,205,488	74,348,655	6,580,000	-8,206,638	-9,688,509	-8,754,960	-10,920,986	-10,309,869	-31,152,888
2023/24	15,153,208	-7,556,167	-8,848,675	-9,493,857	60,018,526	24,518,179	-17,266,705	-13,692,808	-17,056,562	15,576,488	-5,251,899	-27,329,536
2022/23	14,168,808	-7,276,269	-7,677,561	-7,811,288	59,285,188	19,642,135	-15,495,601	-15,435,395	11,864,528	-8,433,581	-4,469,984	-26,568,356

FINANCIALSUMMARY							
October 2025	General Fund	Special Funds	Debt Service	Capital Funds	Insurance Funds	Trust Fund	All Funds
Beg. Bal. (pre-audit est.)	45,202,048	10,342,574	9,731,433	90,760,445	15,160,043	162,409	171,358,952
Revenue	140,831,967	17,387,205	27,253,290	1,330,532	14,073,533	38,839	200,915,366
Expenditure	94,850,208	18,911,084	0	12,811,197	20,186,661	24,745	146,783,895
Ending Fund Balance	91,183,807	8,818,695	36,984,723	79,279,780	9,046,915	176,503	225,490,423

The beginning balance of the General fund is \$700,000 less than where the budget was adopted. (Adopted budget was 1.5% off)

GENERAL FUND BUDGET TO ACTUAL				
October 2025	Budget	Actual	%	PY %
Beginning Balance	46,307,000	45,202,048	98%	
Revenue	252,082,000	140,831,967	56%	49%
Expenditures	275,654,890	94,850,208	34%	30%
Contingency	12,889,439	0		
Unappropriated	9,550,671	0		



ITEM FOR INFORMATION

Date of Meeting:

December 10, 2025

Title:

Receive Information on Phase 1 of the budget Reduction Plan

Presenters:

Dr. Miriam Mickelson, Superintendent
Matt Brown, Director of Finance

Background:

Tonight we are providing an update on Phase 1 of our budget reduction process and grounding that work within the larger fiscal picture facing the district.

As we have shared across our community, Eugene School District 4J is projecting a **\$30 million shortfall for the 2026–27 school year**. This deficit is the result of several converging forces: rising personnel and contractual costs, the expiration of one-time federal pandemic funds, and declining enrollment across Lane County due to lower birth rates. Because Oregon’s school funding formula is tied to student count, this enrollment decline impacts our long-term revenue stability.

We recognize that this reality brings difficult choices about programs, staffing, and district operations. Before making those decisions, our priority has been to listen deeply to those most impacted—our staff, families, students, and community.

During **October and November**, we conducted an extensive engagement process:

- In-person community forums in all four regions
- Multiple virtual budget meetings for staff
- An interactive systemwide ThoughtExchange survey, which included **1,386 participants and over 67,000 ratings**
- Ongoing conversations with school leaders and departments
- And now, in December, Dr. Mickelson is meeting directly with staff across the district in a series of listening sessions.
-

Across all groups, the feedback was remarkably aligned. Our community’s “North Star” was clear:

Protect what directly touches students. Streamline what doesn’t. Be transparent about how we get there.

Participants consistently lifted up the following expectations:

- Protect classrooms and student-facing supports
- Maintain SPED, behavioral, and mental health services
- Reduce administrative overhead and increase efficiency
- Keep equity at the center of decisions
- Maintain fiscal transparency and clear communication

Using this feedback, the district has developed a **Budget Decision-Making Guide** that helps frame each decision around the central question: *Why this?*

We are examining what must be preserved, what can be scaled back, what can be paused, what may need to be de-implemented, and what trade-offs come with each option. Our guiding questions focus on alignment to district values, student impact, equity, sustainability, operational efficiency, community voice, and compliance with legal and contractual requirements.

Within this larger context, we are presenting **Phase 1 reductions** tonight. These total an estimated **\$2,307,954** and are intentionally focused on items *outside* the classroom. They include operational streamlining, contract and subscription adjustments, and district-level efficiencies that do not directly impact students. These early steps allow us to build the runway needed for Phases 2 and 3 in January and February, where we will bring forward programmatic and staffing recommendations informed by community input and our decision-making guide.

It is also important to reaffirm what our system currently provides—and what we intend to preserve. Across the district, we are implementing the Science of Reading, strengthening literacy and math instruction, updating curriculum, and maintaining access to arts, electives, CTE pathways, Dual Language Immersion, and early learning. We continue to provide health services, Special Education, English Language Development as well as social-emotional, mental health, and behavior supports. Our operational teams—transportation, nutrition, technology, safety, HR, finance, and facilities—ensure that learning environments remain stable and functioning every day.

This systemwide view helps clarify where reductions can occur while maintaining our core mission and safeguarding the supports that students rely on.

Looking ahead 3–5 years, our focus is not just balancing a single year’s budget but ensuring long-term stability. We are working to *align staffing with student needs*, preserve essential student-facing positions, sustain up-to-date curriculum, and invest in high-quality teaching and leadership. A multi-year approach prevents disruptive, year-to-year cuts and supports greater coherence across schools and departments.

Our timeline continues as follows:

- **December–February:** Superintendent recommendations presented in three phases
 - *Phase 1* — Executive leadership restructure and non-personnel reductions (tonight)
 - *Phase 2* — MAPS roles and program adjustments (Jan 7 & 14)
 - *Phase 3* — Licensed and classified staffing (Jan 21 & Feb 4)
- **February–March:** Staffing and contractual obligations; building the proposed 2026–27 budget
- **March–April–May:** Budget Committee meetings on March 31, April 8, and April 22; Board Public Hearing on May 13
- **May 27:** Final Board adoption of the budget, as legally required by Jun 30, 2025

As we continue through this phased process, our commitment remains steady:

- **Students first.**
- **Equity-centered resource alignment.**
- **Transparent communication with our community.**
- **Predictability and stability during a challenging fiscal period.**

Phase 1 reductions represent the first step in a carefully sequenced multi-year strategy to ensure that 4J remains strong, competitive, and deeply student-centered.

Phase 1 Budget Reductions

27

December 10, 2025

Looking Ahead in 3-5 Years

General Areas of Focus	Specific Areas
Academics and Equity	Literacy, CTE, Special Education, ELD, high quality and well-rounded education, student-centered class size and caseload
Behavioral Support	Safe and supportive behavior practices
Social-Emotional Learning/Belonging	Meaningful Inclusion, social-emotional curriculum ²⁸
Safety and Well-Being	Safety infrastructure and emergency plan
Family Engagement	PTOs, community partnerships, family engagement
Climate and Culture	Collaboration, communication, compassion, relationships
Focused Delivery of Services	Intentionality with the number of services we can sustain
Fiscal Sustainability	Adhere to board reserve policy and minimize deficit spending

Stability and Care for Students: What Will Continue

High-quality instruction in every classroom, grounded in state standards, research-based practices and high quality instructional materials.

Core academic programs, CTE, and electives.

A commitment to a safe, welcoming, and inclusive school environment.

Special Education services and supports for students with disabilities.

Dual language immersion, multilingual and language development instruction and services.

Intervention supports, especially in reading and math.

Social-emotional learning, mental health support, and health services.

A commitment to equity, student voice, and supporting every learner.

Class sizes that allow teachers to know their students and provide meaningful support.

Behavior supports in all schools.

Free meals for all students and transportation services.

Access to early learning, enrichment opportunities,²⁹ athletics, clubs, and activities.

Family engagement and community partnerships.

Technology access, including student devices and classroom tools.

This is a non-exhaustive list.

Phase 1 Reductions with Cost Estimates

Technology Subscriptions	252,417
Contracts to related to products that provide tech access, such as Thought Exchange, Seesaw, Rosetta Stone, and other products.	

Professional Service Contracts	32,762
Contract reductions to individuals that are providing services for items such as investigations, job reviews, coaching, and other services.	

Professional Development	500,000
Departmental professional development reductions and MAPS member Professional Development disbursements will be paused for 2026/27.	

Department Reductions	407,250
Products and services related to departments. This includes general materials and services, and contracts related to providing services. 30	

School Discretionary Budget	222,000
School discretionary budget reductions for 2026/27 for each school.	

Staffing and Stipend Reductions	893,525
Staffing and reductions in associated payroll costs. Unemployment estimates are included for staff reductions.	

Phase 1 Reductions = \$2,307,954 (Estimate)

Phase 1
Reductions

Next Steps

Timeline

Next Steps

- **October – November > ENGAGEMENT**
 - Engage with leadership, departments and buildings
 - Reach out to stakeholders and community
 - Identify opportunities and review all options
- **December – January – February > RECOMMENDATIONS**
 - Board and Budget Committee Training - December 3
 - Superintendent presents recommendations (3 phases)
 - Phase 2 - Directors, principals, managers, professionals + program³¹ changes
 - *Board Meetings January 7 and 14*
 - Phase 3 - Licensed and classified staff, School impacts
 - *Board Meetings January 21 and February 4*
- **February – March > STAFFING AND BUDGET DOCUMENT DEVELOPMENT**
 - Staffing and contractual obligations, Budget Building for 2026-27
- **April – June > ADOPTION**
 - Budget Committee Meetings – March 31 , April, 8 and 15
 - Board Public Hearing May 13
 - Board Adopts Budget May 27



ITEM FOR ACTION

Date of Meeting:

December 10, 2025

Title:

Approve Student Investment Account (SIA) 2025-27 Grant Agreement

Presenters:

Judy Jesiah, Manager of Financial Stewardship & Compliance (State & Federal Grants)
Carmen Xiomara Urbina, Chief of Staff

Background:

Student Investment Account (SIA, part of Integrated Programs) recipients are required by statute to:

1. Present the SIA grant agreement orally, for approval, at an open meeting with opportunity for public comment, and provide the Board Minutes from the meeting to ODE
2. Make the grant agreement available on the district webpage and at the district office, and provide the URL of where the grant agreement is posted to ODE

Next Steps:

1. The district invites feedback from the community and board members on the information presented.
2. The signed and approved grant agreement will be submitted to ODE.
3. The grant agreement will be made available on the district webpage and at the district office, and the URL of where the grant agreement is posted will be submitted to ODE.

Recommendation:

The superintendent recognizes the steps taken by the district as noted above and recommends that the Board approve the SIA grant agreement as presented.

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39197**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Eugene SD 4J** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Miriam Mickelson
 200 N Monroe St Eugene,
 OR 97402
 mickelson_m@4j.lane.edu

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

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$31,782,336.76
Less: 2025–27 Q1 projected amount made available under Agreement number [34371] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$4,142,939.14)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$11,430,405.87
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$16,208,991.75
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$4,160,451.62
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$31,799,849.24

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

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

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency’s discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

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

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Eugene SD 4J

By: Miriam Mickelson
Authorized Signature

11/14/2025
Date

Miriam Mickelson
Printed Name

Superintendent
Title

936000566
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025 via email
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

Charter School Participation

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Coburg Community Charter School, Network Charter School, Ridgeline Montessori, Twin Rivers Charter School, and Village School**, which are district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of these participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;
 - Electives that are engaging to students;
 - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
 - Dropout prevention programs and transition supports;
 - Life skills classes;
 - Talented and gifted programs;
 - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK EUGENE SD 4J

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	86.3%	88.2%	90.0%
Stretch Target: All Students	87.7%	90.0%	92.0%
Gap-Closing Target: All Focal Group Students	81.0%	83.0%	85.0%
Five Year Cohort Completion			
Baseline Target: All Students	92.7%	94.9%	>95%
Stretch Target: All Students	94.3%	>95%	>95%
Gap-Closing Target: All Focal Group Students	86.0%	88.5%	90.0%
9th Grade on-Track			
Baseline Target: All Students	88.0%	89.5%	91.0%
Stretch Target: All Students	92.0%	95.0%	95.0%
Gap-Closing Target: All Focal Group Students	83.0%	85.0%	87.0%
3rd Grade ELA Proficiency			
Baseline Target: All Students	51.0%	52.5%	54.0%
Stretch Target: All Students	52.0%	54.0%	56.0%
Gap-Closing Target: All Focal Group Students	35.0%	37.5%	40.0%
Regular Attenders			
Baseline Target: All Students	64.0%	67.0%	68.0%
Stretch Target: All Students	72.0%	76.0%	80.0%
Gap-Closing Target: All Focal Group Students	58.0%	62.0%	65.0%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

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

NOTICE OF CHANGE OR CANCELLATION

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

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



ITEM FOR ACTION (SECOND READ)

Date of Meeting:

December 10, 2025

Title:

Approve Revisions to Policy AC Nondiscrimination

Presenter:

Christine Nesbit, General Counsel

Background:

Policy AC is the board's foundational nondiscrimination policy. It is necessary to consider changes at this time to align Policy AC to new legal requirements concerning the duties of the district civil rights coordinator. Since 2023, Oregon law has required school districts to have an appointed civil rights coordinator to carry out duties required by law. The board's revision to policy AC in 2024 reflected that change.

Additional revisions are required at this time in order based on rule changes from Oregon Department of Education. Specifically, ODE regulations require that districts have a policy that include specific elements, including:

- A listing of the duties and training requirements for civil rights coordinators specified in OAR 581-021-0660;
- A statement that any discrimination complaint may be made to any civil rights coordinator designated by the district; and
- Tracking and documentation requirements.

The additions to the proposed policy at page two address these new requirements.

Proposed revisions also include two minor changes so that the policy is more clearly organized. Finally, we are recommending that the title of the policy be changed from "Nondiscrimination" to "Nondiscrimination and Civil Rights" to better represent the scope of the policy.

Policy AC Nondiscrimination was last updated in 20240.

Code: AC
Adopted: 4/02/08;
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19; 2/17/22; XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to Policy AC-Nondiscrimination.

The Board may wish to direct staff to make further revisions.

Recommendation:

The superintendent recommends approval of revisions to Policy AC Nondiscrimination as presented.

Eugene School District 4J

Code: AC
Adopted: 4/02/08
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19;
2/17/22; 11/20/24; 12/xx/25
Orig. Code: AC

Nondiscrimination and Civil Rights

The district **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status; or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings. ~~The district also prohibits discriminatory use of a Native American mascot pursuant to OAR 581-021-0047.~~

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

~~The Board directs the superintendent to designate the district’s civil rights coordinator and make contact information available to staff, students and parents.~~

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district’s administrative office and available on the home page of the district’s website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. “Race” also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR - Discrimination Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Superintendent shall designate at least one employee as the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district's written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).

END OF POLICY

Legal Reference(s):

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650 - 0665](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001 - 075-0005](#)
[OAR 581-075-0901](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act
ACB - Hate Symbols and Bias Incidents
GBA - Equal Employment Opportunity
GBEA - Workplace Harassment
JB - Equal Educational Opportunity
KL - Public Complaints



ITEM FOR ACTION

Date of Meeting:

December 10, 2025

Title:

Approve Resolution 2025-26-06 Authorizing a Reduction in Force – Administrative Staff

Presenter(s):

Dr. Miriam Mickelson, Superintendent

Background:

The district faces a \$30,000,000 anticipated deficit for the 2026-27 fiscal year. Due to the scale of anticipated reductions, it is necessary for the Superintendent and the Board to make a number of strategic financial and operational decisions in advance of the preparation of a budget document. These decisions must be made this winter in order to allow impacted staff the opportunity to plan and prepare, and to enable the district to implement budget reduction strategies in a timely, planful manner.

In November 2025, the Board approved Resolution 2025-26-05 relating to the development of sustainable budget strategies. In that Resolution, the Board determined that a reduction in force would be necessary, and that it would act on the Superintendent’s recommendation on the overall level of positions to be reduced district wide. Resolution 2025-26-06 affirmed that the Superintendent is authorized to, and shall, determine which positions are to be eliminated for the 2026-27 school year without further action by the Board so long as her determination to eliminate positions is within Board-authorized levels.

The Superintendent has given in-depth consideration to the matter and now recommends that the Board authorize her to reduce up to 32 administrative positions. The term “administrative positions” refers to administrator, director, managerial, professional and supervisory positions that are not covered by any collective bargaining agreement. At a Board meeting in January, the Superintendent will make a recommendation concerning overall reduction levels for classified and licensed bargaining unit positions.

Options and Alternatives:

Proposed revisions to the resolution, if any, can be discussed at the meeting.

Recommendation:

The Superintendent recommends the Board adopt Resolution 2025-26-06.

RESOLUTION NO. 2025-26-06

**Authorizing a Reduction in Force
Administrators, Directors, Supervisors, Managers and Professionals**

WHEREAS,

1. As of December 2025, the Eugene School District 4J faces a forecasted budget gap of approximately \$30 million for the 2026-27 school year; and
2. As a public agency, the district must comply with ORS 294.456 which requires that adopted expenses not exceed available funds; and
3. The district is required to comply with ORS 342.934 in making decisions related to reductions in force; and
4. In Board Resolution 2025-06-05, the district's Board of Directors determined that a reduction in force for the 2026-27 fiscal year is necessary, and that due to the scale of reductions anticipated, the Board would direct the Superintendent concerning overall reduction levels at future board meeting(s); and
5. The Superintendent now recommends that the Board authorize the elimination of up to 32 positions held by administrators, directors, managers, supervisors and professionals (hereinafter referred to as "administrative positions"), effective June 30, 2026;

NOW THEREFORE BE IT RESOLVED,

1. The Board authorizes the Superintendent to eliminate up to 32 administrative positions effective June 30, 2026. The Superintendent is authorized to take all actions the Superintendent deems necessary or advisable to implement the reduction in force and layoffs. No further action by the Board is necessary.
2. This resolution is intended to assist the Superintendent in addressing the unique financial circumstances the district faces for the 2026-27 fiscal year and does not establish a precedent for processing reductions in force in the future.

Adopted this ____ day of December 2025 by Board of Directors for the Eugene School District 4J.

**Tom Di Liberto, Board Chair
Board of Directors, Eugene School District 4J**



ITEM FOR ACTION

Date of Meeting:

December 10, 2025

Title:

Review Board Policy DI-Financial Management Policies and discuss the district's reserve fund.

Presenter(s): Miriam Mickelson, Superintendent and Matt Brown, Director of Finance

Background:

The District recently revised [Board Policy DI-Financial Management Policies](#) to update reserve fund requirements. The overall change was to increase from 5% to 8%. The main reason for this change, along with an updated review of other school districts within our 10k (student enrollment) group and including our neighboring districts, are included in the presentation.

The Eugene School District 4J is currently facing a projected shortfall of about \$30 million for the upcoming 2026-27 school year. Dr. Mickelson is working with staff to right size the district budget. At the same time, Dr. Mickelson is leading 4J staff through a holistic budget planning approach that centers on student success. The School Board and Superintendent Mickelson recognize that difficult choices lie ahead about programs, staffing and district operations.

Staff Recommendation:

Staff are recommending that the district maintains the 8% reserve policy. This recommendation is in response to the volatility of Federal and state funding. Federally, for Title and IDEA funding it is unknown what may occur in the future. District leadership are currently anticipating lower amounts of Federal funding, but it is unknown to what extent. State funds for items such as the State School Fund (including potential changes to our current school year funding) as well as grant allocations are likely to be subjects of discussion at the state level in February for the Legislative short session.

As reflected in the presentation and forecast models, our district's main issue right now is that we are spending more money that we receive in, which is spending down our reserves.

With all of these funding unknowns, and the knowledge that funding reductions could be enacted quickly, the 4J Finance team strongly recommends maintaining the current 8% reserve policy. This recommendation is made in effort to protect current services and programs that could potentially be affected.

Reserve Policy Review

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December 10, 2025
School Board Meeting

Current Policy

- Board Policy DI - Financial Management Policies
 - Adopted in February 2025

- Current Policy

○ General Fund - Total 8%	Based on \$254M General Fund	\$20.3M
■ 3% Contingency		\$7.6M
■ 5% Unappropriated		\$12.7M

- Previous Policy

○ General Fund - Total 5%	Based on \$254M General Fund	\$12.7M
■ 3% Contingency		\$7.6M
■ 2% Unappropriated		\$5.1M

- **Difference between 8% and 5% = \$7.6 Million**

District Comparison

Comparison

<u>10k Districts</u>	<u>Reserve Policy</u>
Portland	10.0%
Salem	5.0%
Beaverton	5.0%
Hillsboro	4.0%
Bend-LaPine	5.0%
North Clackamas	5.0%
Eugene	8.0%
Medford	5.0%
Tigard-Tualatin	12.0%
Gresham-Barlow	8.0%

10k Average = 6.7%

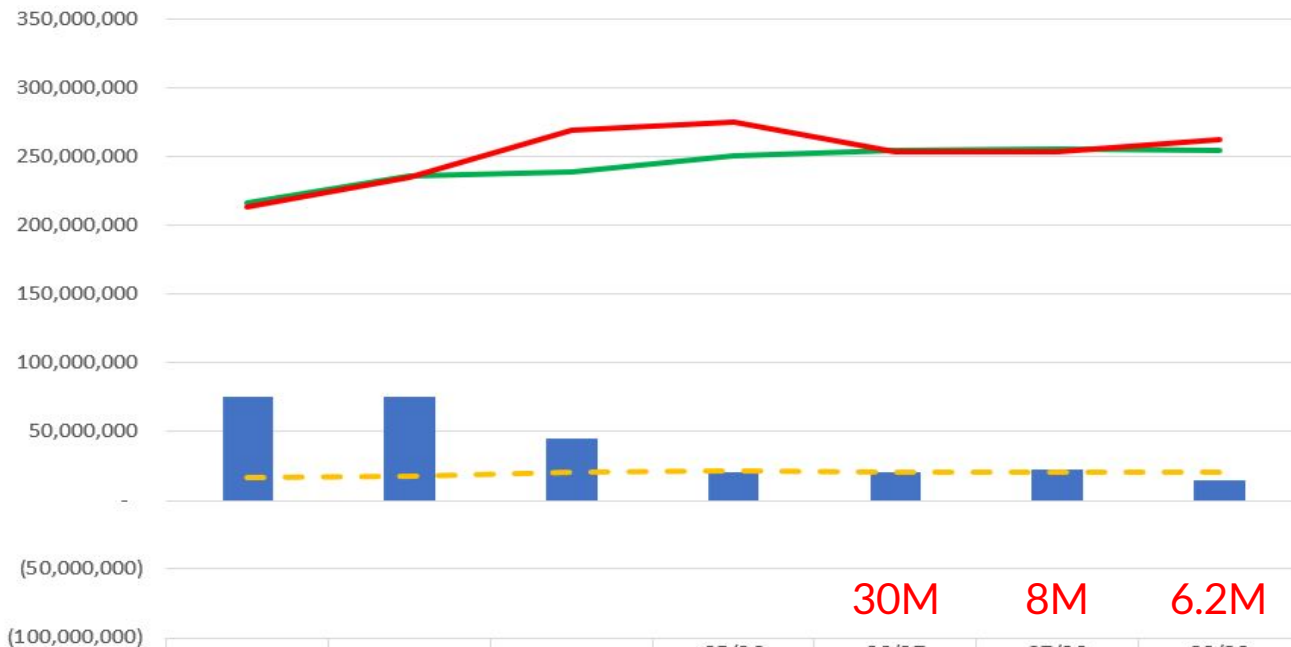
10k Average = 6.5%
(Without Eugene 4J)

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<u>Local Districts</u>	<u>Reserve Policy</u>
Eugene	8.0%
Springfield	4.0%
Bethel	12.5%

Scenario A

Reserves @ 8%, Reductions currently planned



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	22/23 Actual	23/24 Actual	24/25 Actual	25/26 BUDGET	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	20,728,000	20,983,000	22,631,416	14,808,288
Actual Revenue	217,131,000	236,666,000	239,230,756	250,447,000	254,524,000	255,956,000	254,524,002
Total Expenditures	213,324,000	235,215,000	269,564,891	275,656,000	254,269,000	254,307,584	262,347,130
Reserve Policy	17,065,920	18,115,280	20,197,935	21,635,200	20,341,520	20,344,607	20,987,770

Scenario B

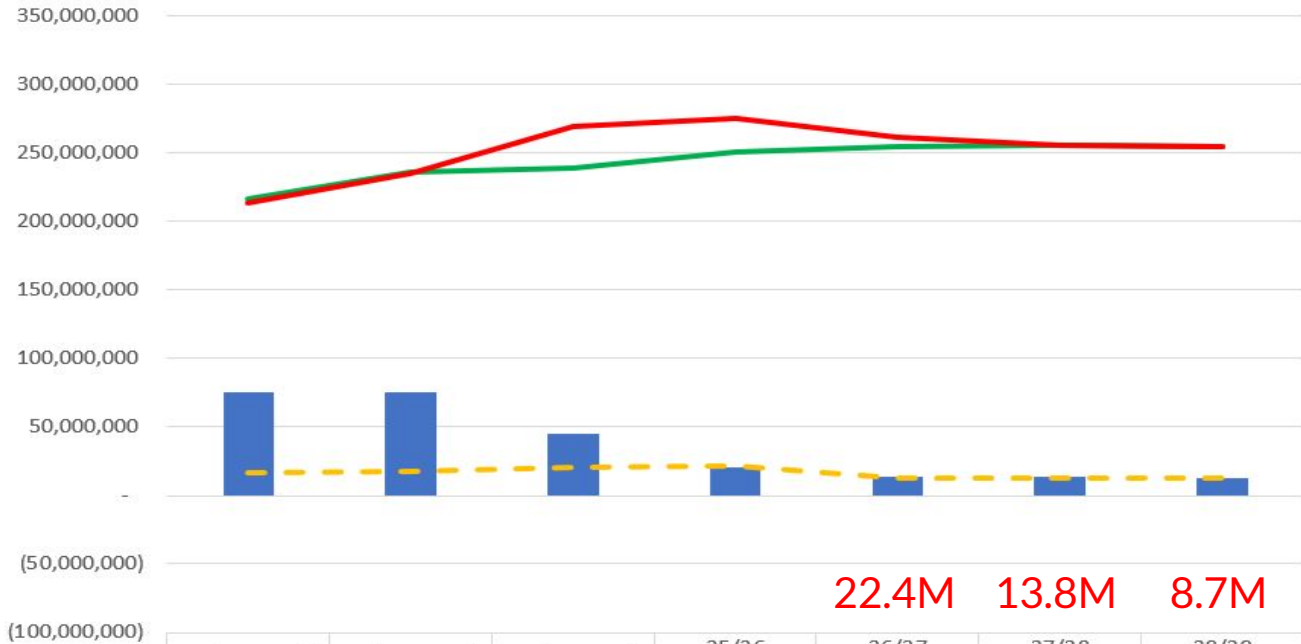
Reserves @ 5%, Reductions currently planned



	22/23 Actual	23/24 Actual	24/25 Actual	25/26 BUDGET	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	20,728,000	20,983,000	22,631,416	14,808,288
Actual Revenue	217,131,000	236,666,000	239,230,756	250,447,000	254,524,000	255,956,000	254,524,002
Total Expenditures	213,324,000	235,215,000	269,564,891	275,656,000	254,269,000	254,307,584	262,347,130
Reserve Policy	17,065,920	18,115,280	20,197,935	21,635,200	12,713,450	12,715,379	13,117,357

Scenario C

Reserves @ 5%, Allowed to spend \$7.6M in 26/27



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	22/23 Actual	23/24 Actual	24/25 Actual	25/26 BUDGET	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	20,728,000	13,383,000	13,486,254	13,181,928
Actual Revenue	217,131,000	236,666,000	239,230,756	250,447,000	254,524,000	255,956,000	254,524,002
Total Expenditures	213,324,000	235,215,000	269,564,891	275,656,000	261,869,000	255,852,746	254,828,328
Reserve Policy	17,065,920	18,115,280	20,197,935	21,635,200	13,093,450	12,792,637	12,741,416

Staff Recommendation

If Reserve Policy is reduced to 5%... Provide clear guidance on use

- Financially, the best option is B
- Maintain \$30M in reductions for 26/27

<u>SCENARIO</u>	<u>26/27</u>	<u>27/28</u>	<u>28/29</u>	<u>TOTAL</u>
A (8% & \$30M)	\$30M	\$8M	\$6.2M	\$44.2M
B (5% & \$30M)	\$30M	\$8M	\$0	\$38.0M
C (5% & Spend all extra)	\$22.4M	\$13.8M	\$8.7M	\$44.9M
C (5% & Spend some extra)	\$26M	\$6.8M	\$12.1M	\$44.9M

Recommend



ITEM FOR ACTION

Date of Meeting:

December 10, 2025

Title:

Consider adding “Suggestions by the Board for Consideration of Items at a Future Meeting” to Work Session Agenda’s (10 minutes)

Presenter(s):

Tom Di Liberto, Board Chair

Ericka Thessen, Board Vice Chair

Background:

At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting.

If it is supported by at least three members of the board it will be referred to the leadership to consider next steps, which may be information provided to the board in the superintendent’s weekly memo, an item for information, or an item for future action on an upcoming board meeting agenda.

Board leadership will communicate the next steps decided for the proposed topic to the requesting board member. Pending agenda items will be retained in the board’s agenda plan.

Options and Alternatives:

- Add “Suggestions by the Board for Consideration of Items at a Future Meeting” to Work Session agendas; or
- Continue to have “Suggestions by the Board for Consideration of Items at a Future Meeting” be only included on Regular Meeting agendas.