



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

**Reynolds School District
Board of Education Business Meeting**

March 18, 2025

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	5:30p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Grievances, ORS 192.660(2)d) Negotiations, and ORS 192.660(2)(f) Legal Counsel. Executive Session is closed to the public.	
II.	6:00p - Call to Order	4
	A. Roll Call	
	B. Consider Approval of the March 18, 2025 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	6:10p - Recognition	7
	A. Student Recognition: Wilkes Elementary	
	B. Resolutions	
	i. Resolution 2024-2025-022 Public School Volunteers	8
	ii. Resolution 2024-2025-023 School Library Month	9
	iii. Resolution 2024-2025-024 Assistant Principal Week	10
	iv. Resolution 2024-2025-025 Arab American Heritage Month	11
IV.	6:25p - High School Student Report	12
V.	6:30p - Public to be Heard	13
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	6:45p - Bargaining Group Updates	14
VII.	6:55p - Presentation to the Board	
	A. Legislative Update	15
	B. Facilities Goal	16
	C. Dual Language Immersion Program Expansion	31
VIII.	7:25p - Superintendent's Reports	54
	A. Announcements/Reports	

	B. Financial Report	55
	C. Enrollment Report	57
IX.	7:40p - Consent Agenda	61
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	62
	C. MESD Local Service Plan	65
	D. Field Trips	
	i. RHS JROTC Trip to Warrenton, Oregon	101
	ii. RHS DECA Trip to Orlando, Florida	107
	E. Resolutions 2024-2025 -022 to -025	113
X.	7:45p - Action Items	
	A. Oregon Growth Savings Plan	114
	B. Executive Session Discussion	122
XI.	7:55p - Board Announcements and Discussion	123
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XII.	8:10p - Adjourn	124



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Executive Session

Type: Action Item Report / Presentation

Policy: BDC: Executive Session

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Grievances, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(f) Legal Counsel. Executive Session is closed to the public.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Roll Call:

- | | |
|--|---|
| • Position 1: Director Aaron Muñoz | • Position 5: Director Patty Carrera |
| • Position 2: Vice Chair Joyce Rosenau | • Position 6: Director Ana Gonzalez Muñoz |
| • Position 3: Chair Michael Reyes | • Position 7: Director Francisco Ibarra |
| • Position 4: Director Cayle Tern | • Student Board Rep: Mason Ho |

Motion to Approve Agenda:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the March 18, 2025 agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Pledge of Allegiance

Land Acknowledgement

Mission and Vision

Land Acknowledgement

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

mission:

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

vision:

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.





As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Recognition

Type: Action Item Report / Presentation

Policy: KAA: Community Relations

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Board will recognize student from Wilkes Elementary School.

The Board will read the following resolutions into the record:

- i. Resolution 2024-2025-022 Public School Volunteers
- ii. Resolution 2024-2025-023 School Library Month
- iii. Resolution 2024-2025-024 Assistant Principal Week
- iv. Resolution 2024-2025-025 Arab American Heritage Month

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



Resolution 2024-2025-022

Proclaiming the Celebration of Public School Volunteer Week

WHEREAS, students in Reynolds School District schools are the key to our community's and the world's future; and

WHEREAS, the education of the District's students is best achieved through the combined efforts of families, staff, and community members alike; and

WHEREAS, volunteers from the community who work with our students and in our schools are critical to the success achieved by the District's students; and

WHEREAS, volunteer efforts enrich learning experiences beyond what are normally available for students; and

WHEREAS, volunteers extend the District's financial resources by assisting staff;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all students, Reynolds School District endorses and supports the recognition and celebration of the efforts of volunteers during the week of April 21 through 25, 2025 hereby established as Public School Volunteer Week.

Adopted this 18th day of March 2025.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2024-2025-023

Proclaiming the Celebration of School Library Month

WHEREAS, the month of April has been designated nationally as School Library Month by the American Association of School Librarians;

WHEREAS, school libraries provide materials for teachers and students that will encourage growth and knowledge and help teachers and students become effective users of ideas and information; and

WHEREAS, the school library media specialist role is to provide the leadership and expertise necessary to ensure that the school library is an integral part of the instructional program of the school; and

WHEREAS, school libraries provide materials to meet individual needs, varied interests, abilities, and maturity levels of the students served; and

WHEREAS, school libraries contribute to developing a culture of innovation and creativity for students by delivering personalized learning experiences for students through its use of collaborative workspaces and an environment that allows for reading and learning, investigation and research, and the lifelong pursuit of knowledge; and

WHEREAS, lifelong learning begins and is systematically developed through the school library curriculum of elementary and secondary schools; and

WHEREAS, the school library contributes to the individual growth and development of all students, while fostering both excellence and equity in education; and

WHEREAS, the school library and media specialists of Reynolds School District have dedicated themselves to work for quality school libraries for all students;

WHEREAS, it is both fitting and proper that special recognition be given to school library programs and the role of certified school library and media specialists in education throughout Reynolds School District;

NOW, THEREFORE, BE IT RESOLVED that Reynolds School District does hereby proclaim April 2025 as National School Library Month.

Adopted this 18th day of March 2025.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2024-2025-024

Proclaiming the Celebration of National Assistant Principal Month

WHEREAS, the Reynolds School Board has designated the week of April 7 through April 11, 2025 as "National Assistant Principals Week" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals working with the U.S. Congress and resolutions thereof;

WHEREAS, an assistant principal, as a member of the school administration, interacts with many sectors of the school community, including support staff, instructional staff, students, and parents;

WHEREAS assistant principals are leaders in establishing a positive learning environment and building strong relationships between school and community;

WHEREAS assistant principals play a pivotal role in the instructional leadership of their schools by supervising student instruction, mentoring teachers, recognizing the achievements of staff, fostering collaboration among staff, ensuring the implementation of best practices, monitoring student achievement and progress, facilitating and modeling data-driven decision making to inform instruction, and guiding the direction of targeted intervention and school improvement;

WHEREAS the day-to-day logistical operations of schools require assistant principals to monitor and address facility needs, attendance, transportation issues, and scheduling challenges, as well as to supervise extra- and co-curricular events;

WHEREAS assistant principals are entrusted with maintaining an inviting, safe, and inclusive school environment that supports the growth and achievement of each and every student by nurturing positive peer relationships, recognizing student achievement, mediating conflicts, analyzing behavior patterns, and providing responsive interventions when necessary;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all elementary, middle level, and high school assistant principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the week of April 7 through April 11, 2025 is hereby designated in Reynolds School District to be "National Assistant Principals Week."

Adopted this 18th day of March 2025.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2024-2025-025

Proclaiming the Celebration of Arab-American Heritage Month

WHEREAS, for over a century, Arab Americans have been making valuable contributions to virtually every aspect of American society: in science, medicine, law, business, education, technology, government, military service, culture; and

WHEREAS, Victor George Atiyeh, who served as the 32nd Governor of Oregon from 1979 to 1987, was the first Arab American elected as Governor of a State; and

WHEREAS, since migrating to America, individuals of Arab descent have shared their rich culture and traditions with neighbors and friends, while also setting examples of model citizens and public servants; and

WHEREAS, Arab Americans have also enriched our society by engaging in the entrepreneurial American culture that makes our nation free and prosperous; and

WHEREAS, the history of Arab Americans in the United States remains neglected and individuals are harmed by misconceptions, bigotry, and anti-Arab hate in the forms of crimes and speech; and

WHEREAS, the Arab American experience, such as civil rights abuses, harmful stereotyping, and bullying must be combated in the forms of education, awareness, and the change of mental models; and

WHEREAS, Arab Americans join all other Americans in the desire to see a peaceful and diverse society, where every individual is treated equitably and feels safe; and

WHEREAS, the contributions and heritage of Arab Americans have helped us build a better state and nation;

NOW, THEREFORE, BE IT RESOLVED that Reynolds School District does hereby proclaim April 2025 as National Arab American Heritage Month.

Adopted this 18th day of March 2025.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Student Report

Type: Action Item Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

Summary / Background:

According to policy BCBA-AR, student reporters may be appointed by each high school to provide school news to the Board at each Business Meeting.

Student reporters are encouraged to share news about school events, activities, sports, academic happenings and other high interest activities at the school.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Public to be Heard

Type: Action Item Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

Summary / Background:

Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must sign-up prior to the start of the meeting. The first 7 submissions will be able to speak for 3 minutes.

Written Public Comment can be submitted on the RSD website at any time.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Bargaining Group Updates

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

Reynolds Education Association (REA) and Oregon School Employees Association, Chapter 37 (OSEA), will provide an update to the Board of Directors.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Legislative Update

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

Summary / Background:

Stacy Michaelson, Director of Government Relations & Communications for (OSBA), will provide the Board with an update on the current legislative cycle.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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To: Board of Directors

From: Wade Bakley, Chief Operations Officer

Subject: Facilities Goal - Superintendent Evaluation

Type: Action Item Report / Presentation

Policy: CBG: Evaluation of the Superintendent

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

This presentation outlines the goals for Facilities, as part of the Superintendent's 2024-2025 evaluation. The goals focus on improving energy efficiency and maintaining functioning schools.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

A black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

Facilities Superintendent Goals

Brent Perrin, Director of Facilities

March 18, 2025

Superintendent's Goal: Improve Energy Efficiency

Track water and power usage by month by building
to seek improvements in energy conservation





Why is This Important?

Energy conservation results in cost savings while protecting and maintaining a healthy environment.

Influencing Factors

- Weather
- Age of buildings and equipment
- Building control systems
- Construction requirements
- District culture

Tracking

- Track to identify energy use
 - School/meter location
 - Energy used
 - Cost
 - Average temperature (outside air)
- Track to provide a baseline for trending
 - Assists with budgeting, forecasting, and outliers
- Provide information to Superintendent as requested

Opportunities

- Potential PCEF Funding
 - Phase 1: \$4,040,313
 - Phase 2: \$6,158,013
- Energy groups
- Energy grants & opportunities
- Low-cost fixtures

What We Are Doing to Improve

- Tracking invoices for trends and budgeting
- Pursuing grants and awards for updated equipment
- Changing lights from fluorescent to LED
- Reviewing building controls systems for efficient replacement
- Replacing old units with new energy efficient units

Superintendent's Goal: Maintain Functioning School Facilities

Track the number of work order repairs
open more than 90 days





Why is This Important?

Functioning school facilities create a learning conducive environment.

Influencing Factors

- Age of buildings & equipment
- Parts availability
- Volume of projects/requests
- FTE to complete work at hand
- Priority level, complexity, and type of work
- Approval process
- Space access
- Time to complete, document, and track
- Employee retention and turnover

Tracking

- Track work order information monthly
 - New work orders
 - Completed work orders
 - Number of outstanding work orders
 - Grouped by priority levels
 - Number of work orders past 90 days
- Track to provide a baseline for trending
 - Assists with budgeting, forecasting, and outliers
- Provide information to Superintendent as requested

Priority and Response

Emergency (Priority 1)

- Immediate danger to life, health, safety, or significant damage to property

Urgent (Priority 2)

- Pose threat of personal injury, property, damage, or disruption of services

Scheduled (Priority 3)

- Planned, require prior coordination or procurement of supplies

Routine (Priority 4)

- No immediate threat to life or property; addressed in order received

Deferred (Priority 5)

- Low priority and can be scheduled for a later date without significant impact

What We Are Doing to Improve



- Holding morning roundtable briefs
 - Seek support, common knowledge, reduce redundancy, mission affirmation
- FTE investment
- Increasing documentation/utilization of work order system
- Increasing support to technicians
- Improving customer service support
- Using technology and training opportunities



QUESTIONS?



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As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Dr. Frank Caropelo, Superintendent

Subject: DLI Program Expansion

Type: Action Item Report / Presentation

Policy: IK: Academics Achievement

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|---|--|
| <input type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |
-

Summary / Background:

Dual Language Immersion (DLI) is the most effective model for serving students identified as English learners, promoting both home language and English language development through grade-level content.

The expansion of the DLI program from Alder Elementary to other schools will enhance the success of the program through focused collaboration across schools that will result in positive experiences for students and staff and higher levels of student academic achievement.

The RSD DLI Expansion Committee is presenting their proposed recommendations.

Previous Board Action:

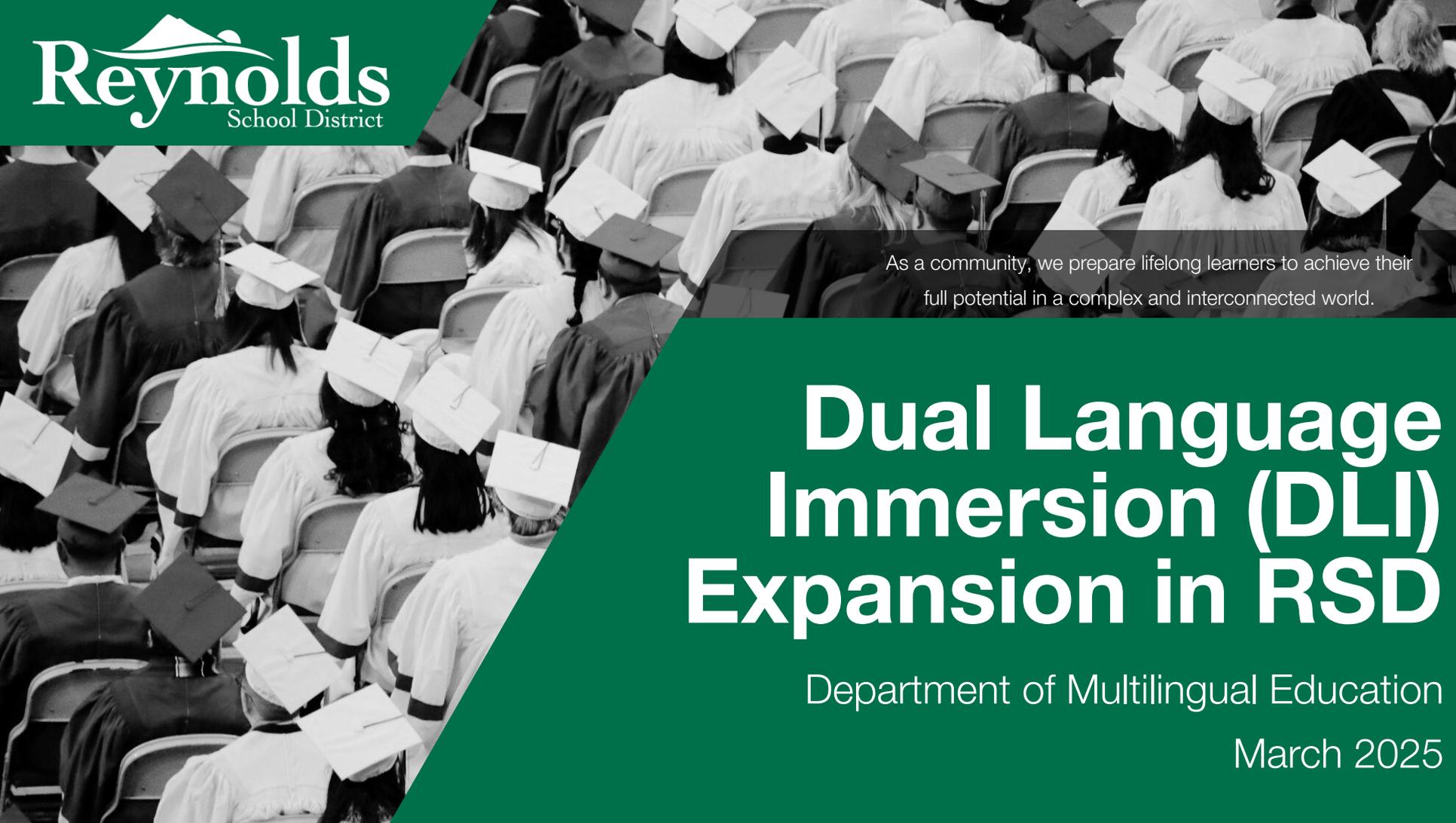
Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

A black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The scene is filled with the rhythmic pattern of caps and gowns.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

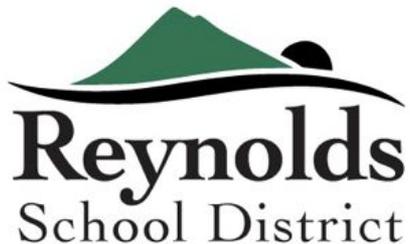
Dual Language Immersion (DLI) Expansion in RSD

Department of Multilingual Education

March 2025

MISSION

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.



VISION

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

CORE BELIEFS & COMMITMENTS



SAFETY

We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.



EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.



INSTRUCTIONAL PRACTICES

We believe that high-quality, first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.



ORGANIZATIONAL CULTURE

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Dual Language Immersion (DLI) Expansion Committee

- October 2, 2024 - Invitation sent to RSD community
- 12 members
- comprised of teachers, specialists, education assistants, community partners, building administrators, and central office administrators
- monthly meetings (October 2024 - May 2025)

Context & Purpose

Dual language immersion is the most effective model for serving students identified as English learners, promoting both home language and English language development through grade-level content learning.

[Supporting English Learners' Emerging Bilingualism](#)

Reynolds School District first implemented its DLI program at Alder Elementary more than 25 years ago to support better outcomes for native Spanish-speaking students.

- Alder's DLI program has evolved throughout the years
- Student academic data has varied during its evolution
- Expansion of DLI across schools will enhance DLI teacher PD, district identity, and student experience and outcomes

Why Spanish and English?

62.2% of active ELs in RSD speak Spanish as their first language.

The Three Pillars of Dual Language Instruction

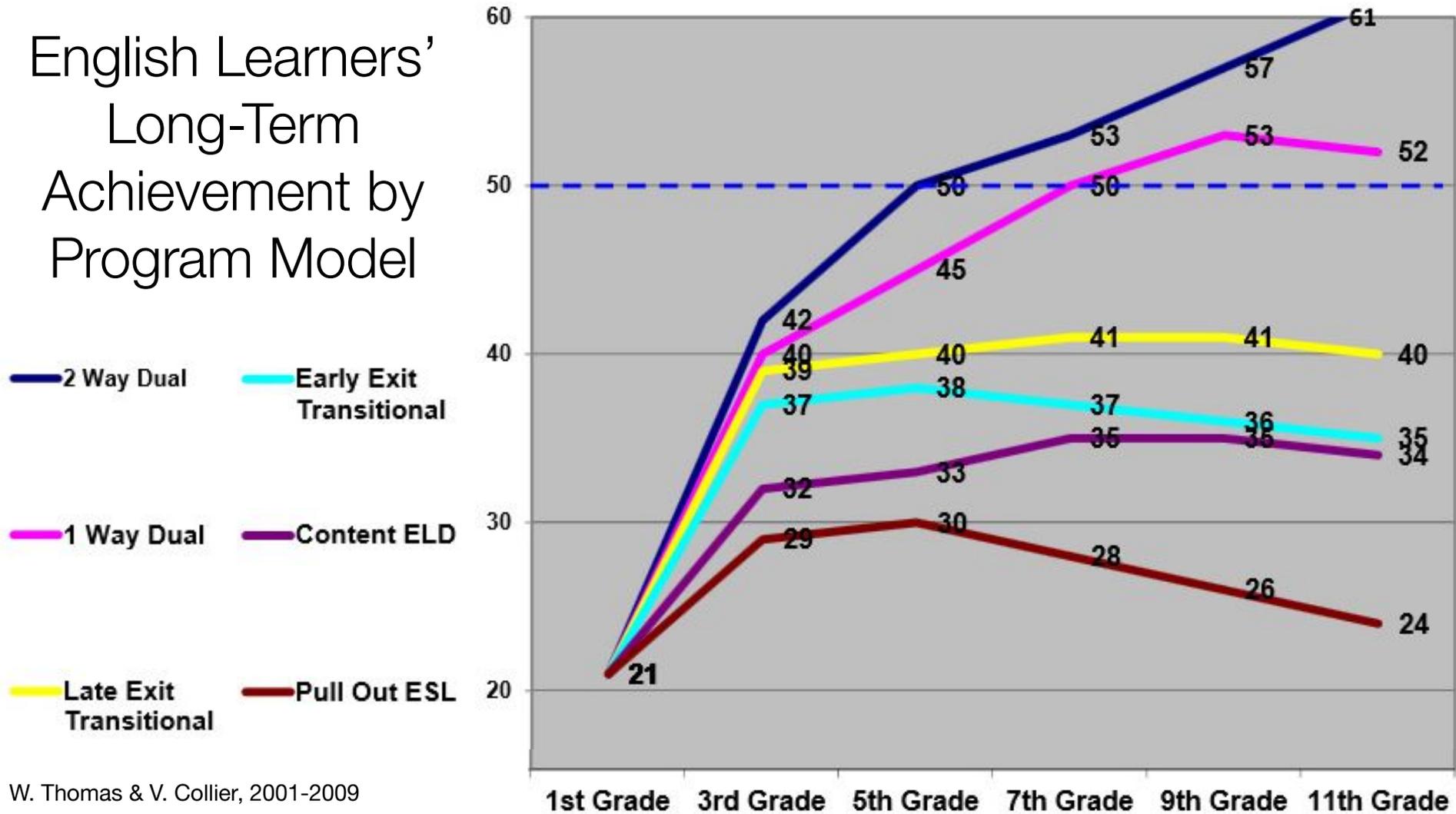


Source: Center for Applied Linguistics, 2019

Benefits of DLI

- **Language Proficiency:** Research has shown that students in these programs achieve high levels of proficiency in both languages, with positive outcomes in native language development, second language acquisition, and overall academic achievement.
- **Cognitive Benefits:** Bilingualism, fostered by DLI programs, has been linked to enhanced cognitive functions such as improved executive control, including better attention, memory, and problem-solving skills.
- **Long-Term Success:** Research indicates that students in these programs are more motivated and passionate about attaining higher levels of education, contributing to long-term academic and professional success.

English Learners' Long-Term Achievement by Program Model



Committee Recommendations

DLI Expansion Committee Recommendations

**Begin the expansion at Davis Elementary by adding one
Kinder classroom in 2025-2026**

- 305 students
- 3 kinder classrooms
- 162 active ELs
- 106 students' home language is Spanish

DLI Expansion Committee Recommendations

DLI Expansion Committee Recommendations

Begin the expansion at Davis Elementary by adding one Kinder classroom in 2025-2026

ALDER		
Language	Student Count	Percentage
Spanish	154	40.85
English	145	38.46

DAVIS		
Language	Student Count	Percentage
English	149	45.02
Spanish	119	35.95

HARTLEY		
Language	Student Count	Percentage
English	156	50.0
Spanish	119	38.14

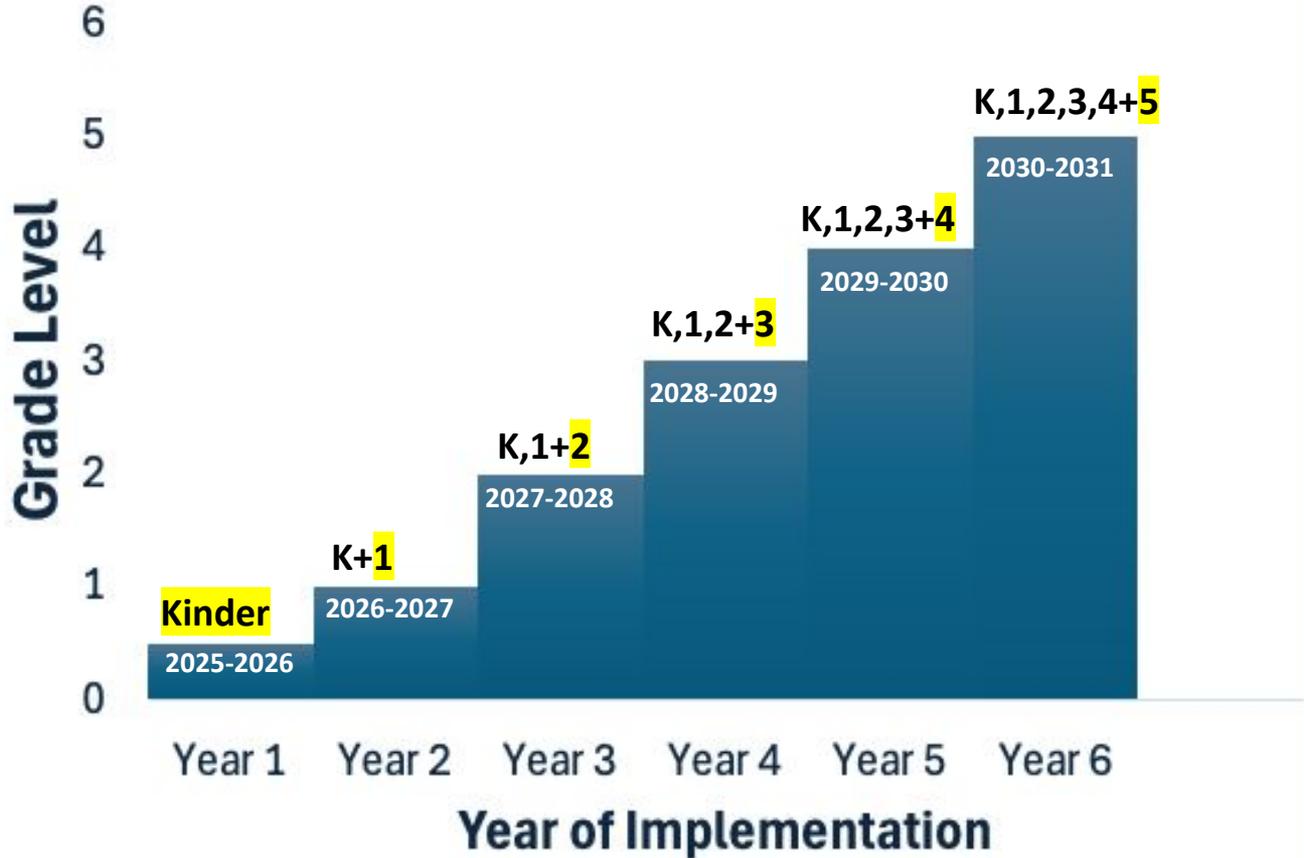
SALISH PONDS		
Language	Student Count	Percentage
English	212	64.44
Spanish	98	29.79

DLI Expansion Committee Recommendations

DRAFT DLI Expansion Timeline

School	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Alder	K-5	K-5	K-5	K-5	K-5	K-5
Davis	K	K,1	K,1,2	K,1,2,3	K,1,2,3,4	K,1,2,3,4,5
Hartley		K	K,1	K,1,2	K,1,2,3	K,1,2,3,4
Salish Ponds			K	K,1	K,1,2	K,1,2,3
Reynolds MS	Ongoing teacher recruitment/Pilot classes		LA/SS	Math/ Science		
Reynolds HS	Ongoing teacher recruitment/ Pilot classes			LA/SS	Math/ Science	
Additional Schools TBD						

DLI Growth at Davis



DLI Expansion Committee Recommendations

TYPE OF PROGRAM: One-Way Immersion

- This program is designed for students whose first language is a language other than English.
- The class is made up of students who speak the same language at home (Spanish) and are learning English.
- The program serves as a form of second language acquisition for students.

DLI Expansion Committee Recommendations

MODEL 90:10

- In the 90:10 dual language immersion model, Spanish is used in kindergarten for 90% of the instructional time and English is used for 10%.
- At each grade level, the amount of instruction in English increases by 10%.

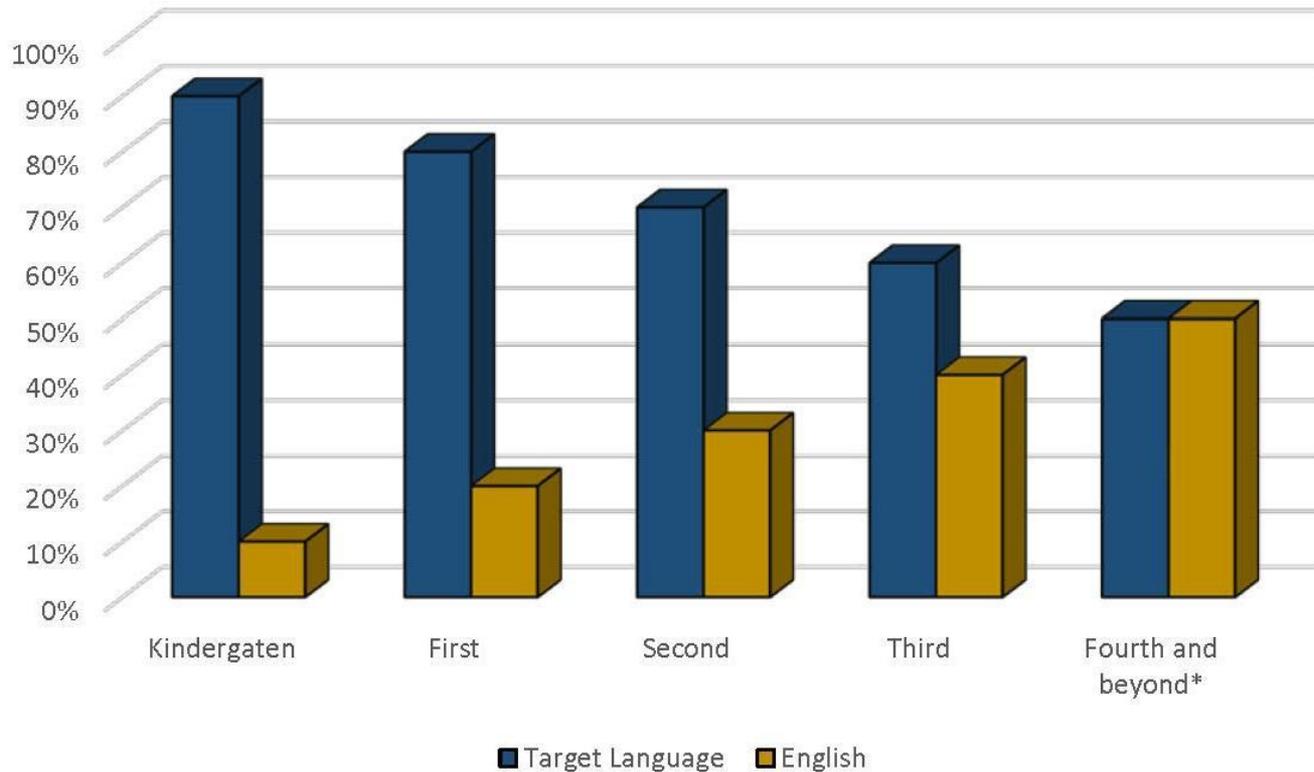
DLI Expansion Committee Recommendations

MODEL 90:10

Grade	Spanish	English
Kindergarten	90%	10%
First	80%	20%
Second	70%	30%
Third	60%	40%
Fourth and beyond*	50%	50%

DLI Expansion Committee Recommendations

MODEL 90:10



DLI Expansion Committee Recommendations

Who will the DLI program at Davis be for?

- For students who speak Spanish at home
 - Priority will be given to families who live in the neighborhood
 - Families may apply for a transfer

Next Steps

Next Steps

- Identify a DLI kindergarten teacher for 2025-2026
 - Internal and external applicants
- Recruit and enroll kinders students in the program
- Ongoing PD focused on DLI
- Consistent parent involvement and engagement
- Develop an intentional school-wide DLI identity



Questions

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As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Superintendent's Report

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

Superintendent Caropelo will provide announcements and reports to the Board:

- a. Superintendent Report – Frank Caropelo
- b. Financial Report – Holly Langan
- c. Enrollment Report – Holly Langan and Shaunice Silas

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

General Fund | 2024–2025 Financial Summary by Object and Function

For the Period Ending February 28, 2025

				1	2	3	4 (=2 + 3)	5 (=4 - 1)	
RESOURCES	2021–2022	2022–2023	2023–2024	FY25	FY25	% of	Add: Rev / Exp	FY25	Budget to Forecast
	Actual	Actual	Actual	Adopted Budget	YTD Actuals	Budget	Projections	Forecasted Balance	Variance Fav / (Unfav)
Operating Revenues									
State School Fund	\$ 102,592,166	\$ 96,170,190	\$ 102,950,821	\$ 110,408,751	\$ 77,850,212	70.51%	\$ 30,636,248	\$ 108,486,460	\$ (1,922,291)
Other State School Fund	30,646,272	32,806,224	33,875,384	36,285,734	32,522,691	89.63%	2,311,480	34,834,171	(1,451,563)
State School Fund Formula	133,238,438	128,976,414	136,826,205	146,694,485	110,372,903	75.24%	32,947,728	143,320,630	(3,373,855)
Local Sources	1,777,584	3,022,599	3,048,772	3,465,500	2,256,145	65.10%	950,000	3,206,145	(259,355)
Intermediate Sources	700,000	700,000	1,999,997	2,500,000	-	0.00%	2,500,000	2,500,000	-
State Sources	2,793,866	2,590,394	856,066	5,600,000	1,485,230	26.52%	2,600,000	4,085,230	(1,514,770)
Federal Sources	31,401	42,995	288,395	75,000	22,167	29.56%	22,165	44,332	(30,668)
Other Sources	215,987	155,626	-	-	-	-	-	-	-
All Other Sources	5,518,837	6,511,613	6,193,230	11,640,500	3,763,542	32.33%	6,072,165	9,835,707	(1,804,793)
Total Operating Revenues	\$ 138,757,276	\$ 135,488,027	\$ 143,019,434	\$ 158,334,985	\$ 114,136,445	72.09%	\$ 39,019,893	\$ 153,156,338	\$ (5,178,648)
Beginning Fund Balance	24,654,907	37,766,147	26,681,850	18,548,922	20,618,328	111.16%		20,618,328	2,069,406
TOTAL RESOURCES	\$ 163,412,182	\$ 173,254,174	\$ 169,701,284	\$ 176,883,907	\$ 134,754,773	76.18%	\$ 39,019,893	\$ 173,774,665	\$ (3,109,241)
REQUIREMENTS BY OBJECT									
Operating Expenditures									
	By Object								
Salaries	\$ 63,390,945	\$ 70,161,704	\$ 75,362,331	\$ 79,246,200	\$ 42,381,832	53.48%	\$ 36,595,230	\$ 78,977,062	\$ 269,138
Associated Payroll Costs	32,142,962	34,264,947	37,544,405	41,432,206	22,256,748	53.72%	19,104,443	41,361,191	71,015
Purchased Services	22,183,942	27,991,765	26,832,809	38,105,247	18,662,395	48.98%	19,197,534	37,859,929	245,318
Supplies and Materials	4,141,683	8,434,821	4,360,608	5,345,428	2,908,857	54.42%	1,307,478	4,216,335	1,129,093
Capital Outlay	461,200	1,297,508	1,161,753	445,100	239,483	53.80%	203,919	443,402	1,698
Other Objects	1,561,953	1,719,446	1,993,596	1,936,727	1,636,816	84.51%	23,705	1,660,521	276,206
Transfers	1,763,350	2,702,133	1,827,455	1,781,250	1,401,250	78.67%	50,000	1,451,250	330,000
Total Operating Expenditures	\$ 125,646,035	\$ 146,572,324	\$ 149,082,956	\$ 168,292,157	\$ 89,487,381	53.17%	\$ 76,482,309	\$ 165,969,690	\$ 2,322,468
Contingencies									-
Unappropriated Ending Fund Balance				8,591,750		0.00%			8,591,750
TOTAL REQUIREMENTS	\$ 125,646,035	\$ 146,572,324	\$ 149,082,956	\$ 176,883,907	\$ 89,487,381	50.59%	\$ 76,482,309	\$ 165,969,690	\$ 10,914,218
Ending Fund Balance	\$ 37,766,147	\$ 26,681,850	\$ 20,618,328					\$ 7,804,976	
REQUIREMENTS BY FUNCTION									
Operating Expenditures									
	By Function								
Instruction	\$ 79,378,852	\$ 75,949,684	\$ 88,580,155	\$ 103,968,733	\$ 52,664,691	50.65%	\$ 49,615,575	\$ 102,280,266	\$ 1,688,468
Support Services	45,844,717	47,568,680	58,374,984	61,868,011	35,089,883	56.72%	26,690,391	61,780,274	87,737
Enterprise and Community Services	408,213	164,321	100,362	474,163	131,557	27.75%	126,343	257,900	216,263
Facilities Acquisition and Construction	-	-	-	-	-	-	-	-	-
Other Uses	3,726,765	1,963,350	2,027,455	1,981,250	1,601,250	80.82%	50,000	1,651,250	330,000
Total Operating Expenditures	\$ 129,358,547	\$ 125,646,035	\$ 149,082,956	\$ 168,292,157	\$ 89,487,381	53.17%	\$ 76,482,309	\$ 165,969,690	\$ 2,322,468
Contingencies									-
Unappropriated Ending Fund Balance				8,591,750		0.00%			8,591,750
TOTAL REQUIREMENTS	\$ 129,358,547	\$ 125,646,035	\$ 149,082,956	\$ 176,883,907	\$ 89,487,381	50.59%	\$ 76,482,309	\$ 165,969,690	\$ 10,914,218
Ending Fund Balance	\$ 34,053,635	\$ 47,608,139	\$ 20,618,328					\$ 7,804,976	
Ending Fund Balance % of Revenue	20.84%	27.48%	12.15%					4.49%	

General Fund 2024–2025 Financial Summary at February 2025			General Fund 2025–2026 Beginning Budget Assumptions	
RESOURCES	FY25 Adopted Budget	FY25 Forecasted	FY26 Revenue	Assumptions
Operating Revenues				
State School Fund Formula	146,694,485	143,320,630	150,188,730	3.3.25 ODE Estimate; (11,359,400,000 budget); Property Taxes; County & Common SF
Local Sources	3,465,500	3,206,145	2,500,000	
Intermediate Sources	2,500,000	2,500,000	1,000,000	This is mostly ESD apportionment
State Sources	5,600,000	4,085,230	2,600,000	High Cost Disability
Federal Sources	75,000	44,332	45,000	JROTC reimbursement; FEMA or other fed reimbursements when applicable
All Other Sources	11,640,500	9,835,707	6,145,000	
Total Operating Revenues	\$ 158,334,985	\$ 153,156,338	\$ 156,333,730	Total FY26 Revenue
Beginning Fund Balance	18,548,922	20,618,328	7,804,975	This is prior year ending fund balance
TOTAL RESOURCES	\$ 176,883,907	\$ 173,774,665	\$ 164,138,705	Total FY26 Resources
REQUIREMENTS BY OBJECT	FY25 Adopted Budget	FY25 Forecasted		
Operating Expenditures				
Salaries	\$ 79,246,200	\$ 78,977,062	82,035,850	FY26 estimate with current FTE, COLA, steps
Associated Payroll Costs	41,432,206	41,361,191	51,044,044	PERS +10%, health +5%
Purchased Services	38,105,247	37,859,929	37,859,929	FY25 status quo (includes Charter School Payments)
Supplies and Materials	5,345,428	4,216,335	4,216,335	FY25 status quo
Capital Outlay	445,100	443,402	443,402	This is usually bus replacement; but is only prioritized maintenance and updates
Other Objects	1,936,727	1,660,521	1,660,521	This will need updated for liability insurance increases, debt schedules
Transfers	1,781,250	1,451,250	1,451,250	Capital projects, Early Retirement, Nutrition Services - under review
Total Operating Expenditures	\$ 168,292,157	\$ 165,969,690	\$ 178,711,331	Total FY26 Operating Requirements
Ending Fund Balance	8,591,750		8,206,935	Required 5% of FY25 Revenues
TOTAL REQUIREMENTS	\$ 176,883,907	\$ 165,969,690	\$ 186,918,266	Total FY26 Requirements
Ending Fund Balance		\$ 7,804,975	\$ (22,779,561)	Operating Deficit and reductions required (or additional revenue)

Enrollment Report as of March 12, 2025

Elementary Enrollment By Grade Level and Classroom

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade		Total	Variance	
									Proj	Diff
Alder	14	14	19	17	22	18		346	Alder	
	12	13	20	17	22	20				
Dual Language	19	24	22	27	18	28				
Total	45	51	61	61	62	66		346	341	5
# of Classes	3	3	3	3	3	3		18		
Average Class Size	15.00	17.00	20.33	20.33	20.67	22.00				
Davis	19	23	18	20	24	25		308	Davis	
	19	23	19	16	23	24				
	18		19	18						
Total	56	46	56	54	47	49		308	284	24
# of Classes	3	2	3	3	2	2		15		
Average Class Size	18.67	23.00	18.67	18.00	23.50	24.50				
Fairview	20	25	13	25	24	26		302	Fairview	
	18	23	15	26	25	27				
			15							
STEP	3	3	7	2	2	3				
Total	41	51	50	53	51	56		302	279	23
# of Classes	2	2	3	2	2	2		13		
Average Class Size	20.50	25.50	16.67	26.50	25.50	28.00				
Glenfair	23	20	24	24	28	30		526	Glenfair	
	20	21	24	22	28	30				
	23	21	20	23	27	30				
	22	18	24	24						
Total	88	80	92	93	83	90		526	403	123
# of Classes	4	4	4	4	3	3		22		
Average Class Size	22.00	20.00	23.00	23.25	27.67	30.00				

Hartley	18	21	17	18	19	20			Hartley	
	22	21	18	18	18	18				
		20	18	20	21					
Total	40	62	53	56	58	38		307	301	6
# of Classes	2	3	3	3	3	2		16		
Average Class Size	20.00	20.67	17.67	18.67	19.33	19.00				
Margaret Scott	24	23	20	20	22	27			Margaret Scott	
	21	22	19	22	20	26				
	22	20	20	20	22					
Total	67	65	59	62	64	53		370	318	52
# of Classes	3	3	3	3	3	2		17		
Average Class Size	22.33	21.67	19.67	20.67	21.33	26.50				
Salish Ponds	17	23	22	23	21	21			Salish Ponds	
	17	21	21	23	21	21				
	16		19		21	22				
Total	50	44	62	46	63	64		329	314	15
# of Classes	3	2	3	2	3	3		16		
Average Class Size	16.67	22.00	20.67	23.00	21.00	21.33				
Sweetbriar	21	23	20	24	18	26			Sweetbriar	
	20	22	22	23	18	25				
Total	41	45	42	47	36	51		262	247	15
# of Classes	2	2	2	2	2	2		12		
Average Class Size	20.50	22.50	21.00	23.50	18.00	25.50				
Troutdale	17	21	19	22	21	28			Troutdale	
	17	19	20	23	21	28				
	16	17	19	23	21					

Life Skills	6	3	2	6	5	2				
Total	56	60	60	74	68	58		376	334	42
# of Classes	3	3	3	3	3	2		17		
Average Class Size	18.67	20.00	20.00	24.67	22.67	29.00				
Wilkes	20	18	21	19	22	24			Wilkes	
	21	18	21	20	22	24				
	19	17	19	20	23	26				
	17	17		20						
Life Skills	6	5	4	3	4	2				
Total	83	75	65	82	71	76		452	421	31
# of Classes	4	4	3	4	3	3		21		
Average Class Size	20.75	18.75	21.67	20.50	23.67	25.33				
Woodland	22	17	19	17	26	23			Woodland	
	21	18	21	16	27	23				
	20	17	16	20		24				
		18								
Life Skills	8	4	5	6	5	4				
Total	71	74	61	59	58	74		397	386	11
# of Classes	3	4	3	3	2	3		18		
Average Class Size	23.67	18.50	20.33	19.67	29.00	24.67				
Elementary Total	638	653	661	687	661	675		3975	3628	347
Total # of Classes	32.00	32.00	33.00	32.00	29.00	27.00				
Total Average Class Size	19.94	20.41	20.03	21.47	22.79	25.00				

Secondary Enrollment By Grade Level

School	6th Grade Grade	7th Grade Grade	8th Grade Grade	9th Grade Grade	10th Grade	11th Grade	12th Grade	Total	Variance	
									Proj	Diff
HB Lee MS	257	239	235					731	728	3
Reynolds MS	247	209	240					696	683	13
Walt Morey MS	166	171	175					512	532	-20

RHS + Middle College				682	592	558	521	2353	2441	-88
RLA				2	30	77	89	198	121	77
									Proj	Diff
Secondary Total	670	619	650	684	622	635	610	4490	4505	-15

Charter School Enrollment By Grade Level

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th - 8th Grade	Total	Variance	
									Proj	Diff
Arthur Academy	30	29	29	26	29	25		168	172	-4
Rockwood Prep	68	72	65	66	54	51		376	374	2
MLA	46	48	47	47	48	48	271	555	554	1
HOLLA	18	19	18	21	21			97	75	22
									Proj	Diff
Charter Total	162	168	159	160	152	124	271	1196	1175	21

	Total	Variance	
		Proj	Diff
Elementary Total	3975	3628	347
Middle School Total	1939	1943	-4
High School Total	2551	2562	-11
Reynolds Total	8,465	8,133	332
Charter Total	1,196	1,175	21
Total Reynolds and Charters:	9,661	9,308	353



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Consent Agenda

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. MESD Local Service Plan
- D. Field Trips
 - i. RHS JROTC Field Trip
 - ii. RHS DECA Field Trip
- E. Resolutions 2024-2025 -022 to -025

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve all Consent Agenda items as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

**Reynolds School District
Board of Education Business Meeting
Meeting Minutes**

February 26, 2025

6:00 PM

Building I, Edgefield Campus

Present: Patty Carrera, Francisco Ibarra, Michael Reyes, Joyce Rosenau, Cayle Tern, **Absent:** Ana Gonzalez Muñoz, Aaron Muñoz.

I. 5:30p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(i) Employee Evaluation. Executive Session is closed to the public.

II. 6:00p - Call to Order

- Chair Michael Reyes called the February 26, 2025 Business Meeting to order at 6:01p.

A. Roll Call

B. Consider Approval of the February 26, 2025 Agenda

I move that the Board approve the February 26, 2025 agenda as presented. This motion, made by Patty Carrera and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

C. Pledge of Allegiance

D. Land Acknowledgement

- Read into the record by Student Rep Mason Ho.

E. Mission and Vision

- Read into the record by Chair Michael Reyes.

III. 6:10p - Recognition

A. Student Recognition - Davis Elementary

B. Resolutions

i. Resolution 2024-2025-017 Women's History Month

- Read into the record by Director Patty Carrera.

ii. Resolution 2024-2025-018 Classified Employee Appreciation Week

- Read into the record by Director Francisco Ibarra.

iii. Resolution 2024-2025-019 National School Social Workers Week

- Read into the record by Vice Chair Joyce Rosenau.

iv. Resolution 2024-2025-020 Supporting Gender Expansive Students and Staff

- Read into the record by Chair Michael Reyes.

IV. 6:20p - High School Student Report

V. 6:25p - Public to be Heard

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

VI. 6:40p - Bargaining Group Updates

VII. 6:50p - Presentation to the Board

A. Mt. Hood Community College Bond Update

B. Audit Reports

i. Reynolds School District

- Best practice finding 1 "Governing Board Monitoring." Auditors will send list of questions for Board Leadership to review.
- Best practice finding 3 "Service Organization Control Report - Education Service District. One all reports. It's a best practice, not a deficiency. Individual districts are listed on ESD insurance and auditors don't have a copy of assurances from ESDs for their reports.
- Significant deficiencies will come to the Board as action items with the plans of action for approval.

ii. HOLLA School

- GASB 87 finding has already been remedied.

iii. Multnomah Learning Academy

- Large ending fund balance - using for property updates.

iv. Reynolds Arthur Academy

- Large drop in federal aid from 2023 to 2024: ESSER.

v. Rockwood Preparatory Academy

- Note about shifting all revenue to SIA and State School Fund alone - when there is currently 16% of funding from federal and local sources.
- Concern about paying interest alone on long-term loan until 2027.

C. Mid-Year Data Report

- Fall iReady numbers - that's the number of students who are already at the benchmark at the beginning of the year. The winter scores, which have higher standards required to meet, show how many are currently meeting in the middle of the year. 5% to 7% growth between each test is considered standard growth.
- UFLI being used at the high school level with newcomers.
- Biliteracy helps increase graduation rates.

VIII. 7:15p - Superintendent's Reports

A. Announcements/Reports

B. Financial Report

C. Enrollment Report

IX. 7:30p - Consent Agenda

I move that the Board approve the Consent Agenda with the exception of item F.v. This motion, made by Patty Carrera and seconded by Cayle Tern, Passed.

Yea: 5, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. IGA with Gresham-Barlow School District for Open School

D. Policy Updates: Second Reading

E. Resolutions 2024-2025 -017 to -020

F. Field Trips

- i. HB Lee Orchestra Trip to Bend, Oregon
- ii. HB Lee AVID trip to University of Oregon
- iii. MYC Coast Ecology Trip
- iv. MYC High Desert Ecology Trip
- v. RHS Choir Trip to Seattle, Washington
- vi. RHS Varsity Baseball Trip to Boise, Idaho
- vii. RHS Dance and Drill Trip to Salem, Oregon
- viii. RHS Club Trip to Lincoln City, Oregon
- ix. RHS Theater Trip to Salem, Oregon

X. 7:35p - Action Items

A. Resolution 2024-2025-021 Authorizing an Increase for Expenditure Appropriations within the General Fund

I move that the Board adopt Resolution 2024-2025-021 Authorizing an Increase for Expenditure Appropriations within the General Fund as presented. This motion, made by Francisco Ibarra and seconded by Patty Carrera, Passed.

Yea: 5, Nay: 0

B. Plan of Action: Audit Findings Fiscal Year End June 30, 2024

I move that the Board approve the Plan of Action for the 2023-2024 financial audit and approve submissions to the Oregon Audits Division as presented. This motion, made by Patty Carrera and seconded by Cayle Tern, Passed.

Yea: 5, Nay: 0

C. 2025-2026 Academic Calendar

I move that the Board adopt the 2025-2026 calendars for certified staff as presented. This motion, made by Joyce Rosenau and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

XI. 7:50p - Board Announcements and Discussion

A. Individual Board Members - Announcements and Reports

B. Upcoming Board Meetings

XII. 8:00p - Adjourn

- Chair Michael Reyes adjourned the February 26, 2025 Business Meeting at 9:03p.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: MESD Local Service Plan

Type: Action Item Report / Presentation

Policy: BBA: Board Powers and Duties

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

Each year, MESD puts together a local service plan for their component districts. Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. The Local Services Plan must be passed by 2/3 of MESD's component districts, representing more than 50% of the student population.

Previous Board Action:

The Board takes action on MESD Local Service plan membership annually.

Financial Implications:

Adoption of the Local Service Plan provides MESD notice of the District's intent to purchase services from MESD using funds provided to MESD on our behalf by the State of Oregon.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt the MESD Local Service Plan for the 2025-2026 school year as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Multnomah Education Service District

2025-26 Local Service Plan



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Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Mercedes Munoz, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Mercedes Munoz, Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Bich Do, Principal</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Hassolo School <i>Christine Otto, Program Administrator</i> 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Angela Turner, Program Administrator</i> Phone: 503-262-4200</p>
<p>Inverness School <i>Christine Otto, Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Knott Creek School <i>Noa Martinsen, Principal</i> 11456 NE Knott St. Portland, OR 97220</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>
<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>	<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Angela Turner, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	

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Explanation of Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Component Districts We Proudly Serve:

- Centennial
- Corbett
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds
- Riverdale



2025-2026 Local Service Plan (LSP Timeline)

September 2024	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2024	Present initial draft to Advisory groups, and gather feedback
November 2024	Present second draft LSP to Advisory groups and gather feedback
January 2025	Present final draft to Superintendents MESD Board approves LSP
February 2025	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2025	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2025	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2025	Costing template and services commitments finalized

Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

State School Fund Estimates for the 2025-2027 Biennium

	2025-2026	2026-2027	Total
Legislative Appropriation ¹	\$ 5,566,106,000	\$ 5,793,294,000	\$ 11,359,400,000
Less state-wide transfers/deductions ("carve-outs")	(64,865,942)	(64,865,942)	(129,731,884)
State revenue for formula	5,501,240,058	5,728,428,058	11,229,668,116
Plus local revenue for formula ²	2,689,786,787	2,757,300,364	5,447,087,081
Total revenue for formula	8,191,026,775	8,485,728,422	16,676,755,197
ESD share at 4.5%	368,596,205	381,857,779	750,453,894
Less ESD transfers/deductions ("carve-outs")	(9,586,000)	(9,586,000)	(19,172,000)
ESD State School Fund formula revenue for distribution	\$ 359,010,205	\$ 372,271,779	\$ 731,281,984

Estimated MESD portion of ESD distribution	\$ 54,691,364	\$ 56,733,282	\$ 111,424,645
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MESD allocation to funds

Operating Fund (10%) for general operations	\$ 5,469,136	\$ 5,673,328	\$ 11,142,464
Resolution Fund (90%) for Component Districts	\$ 49,222,228	\$ 51,059,954	\$ 101,282,181

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2025-26 Apportionment	2026-27 Apportionment
Centennial	6,944.28	6,944.28	6.7%	\$ 3,309,265	\$ 3,432,817
Corbett (X 1.61)	1,252.48	2,106.49	2.0%	960,950	996,828
David Douglas	11,103.58	11,103.58	10.7%	5,291,360	5,488,914
Gresham-Barlow	13,704.78	13,704.78	13.3%	6,530,950	6,774,784
Parkrose	3,571.03	3,571.03	3.5%	1,701,758	1,765,293
Portland Public	52,399.32	53,399.32	50.7%	24,970,654	25,902,940
Reynolds	12,536.88	12,536.88	12.1%	5,974,392	6,197,488
Riverdale (X1.61)	629.40	1,013.33	1.0%	482,900	500,929
Total	102,141.75	103,289.70		\$ 49,222,228	\$ 51,059,954

* ODE Extended ADMw from 6/20/2024 estimate

¹ The SSF estimate is based on the \$11.36B Governor's Recommended Budget and assumes a 49/51 split over the biennium.

² This estimate assumes a 2.51% increase in local revenues for 25/26



Instructional Services

Alternative Middle School: The Middle School provides individualized instruction and specialized support services for youth in middle school grades 6-8 who do not need a therapeutic program, but have dropped out of school, are experiencing chronic attendance issues, or have behavioral needs. Students receive personalized academic support, social services, and middle school-specific curriculum from content-specific teachers. This is a cohort-based program. The goal of the program is upon completion students will return to their home schools.

Alternative Pathways: Alternative Pathways includes the TRiO Educational Talent Search and Upward Bound programs are grant-funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

Behavior and Instructional Consultation Services: See Behavior and Instructional Consultation Services description under Special Education Services.

College/Career Readiness: College/Career Readiness services support component district systems that (1) provide increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools, and (2) prepare youth to enter post-secondary career training. Services may include career and technical opportunities, college-level educational opportunities, drop-out prevention strategies and/or others as identified by districts.

Curriculum Services: MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the adoption and implementation of new materials. Additionally, MESD supports the implementation of programs such as the “Civics Learning Project,” which brings civics-related educational programs into Oregon schools.

Instructional Services (Continued)

Education Programs in Detention and Correctional Facilities: MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, vocational training, special education, ELL support and transition services for students who are detained, awaiting trials or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP). This program serves adults 18-21 years of age who are detained in adult jails and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. School programs include Multnomah Inverness School.
- The Juvenile Detention Education Program (JDEP). An ODE funded program, JDEP serves youth up to the age of 18 who are detained or are awaiting trials or hearings inside of juvenile detention facilities in accordance with OAR 581-015-2585. School programs include Baker Creek, Donald E. Long, and Ponderosa Creek.
- The Youth Correctional Education Program (YCEP). An ODE funded program, YCEP serves adjudicated youth up to the age of 25 who are housed in Oregon Youth Authority facilities in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit Enrollment, are offered at these locations. School programs include Ocean Dunes, Riverside, and Three Lakes.

Hassolo School: Educational services leading to a high school diploma or GED is provided to students currently in the Assessment and Evaluation Program, a behavioral rehabilitation services placement located inside the Donald E. Long Juvenile Facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

Instructional Services (Continued)

Helensview School: Helensview provides individualized instruction and specialized support services for youth who have dropped out of school or who are experiencing chronic challenges or disenfranchisement attendance or behavioral issues. Helensview students receive personalized academic support, social services, and connection to post-secondary options. Supports include access to dual credit, career and technical education, and on-site job training and certifications.

Helensview Phoenix – Pregnant and Parenting Student Services: The Phoenix program at Helensview provides services to youth who are pregnant and/or parenting and identified as at-risk, and require individualized programming, prenatal, and parenting instruction. An on-site day care is provided to students.

Helensview Academy: Note this is cross-listed under Special Education Services as well. Helensview Academy is a Therapeutic school housed at Helensview. It provides individualized support to students identified for special education services who have intense mental health needs and require a small staff-student ratio. The therapeutic classrooms provide academic instruction, behavioral intervention, and social skills training, coupled with a mental health focus.

Helensview Focus Virtual: Helensview Focus Virtual provides individualized support to students identified for limited on-campus learning access based on safety concerns, medical conditions, or family circumstances that require a partially off-site and partially on-site schedule with the goal of transitioning them to full-time on-site programming as soon as possible. Enrollment in the program is voluntary and based on agreement among the referring district, Helensview Focus Virtual enrollment team, the student and the student's parent/guardian.

Home Instruction Services: Certified instructors and/or staff may be provided for youth needing home instruction on a contract basis.

Homeschool Notification: Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and provides resources and information for parents and component districts.



Instructional Services (Continued)

Hospital School Program: The Hospital School Program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K through age 21 with medical, rehabilitation, or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings, and family members of hospitalized youth may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Instruction Services Special Projects: MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects may include consultation, management, or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level, or state level.

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery. The position also includes presentations and workshops to youth and staff regarding contemporary legal issues that impact young people.

Long Term Care and Treatment: The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.



Instructional Services (Continued)

Migrant Education Program: The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for youth between the ages of 3-21 who have moved within the last three years for work in agriculture, as well as their families. The program ensures youth receive full and appropriate opportunities to meet the same challenging academic standards that all youth are expected to meet. Services and support center around: Early Childhood Education, Graduation, Out-of-School youth, Instructional Services and Health and Social-Emotional/Mental Health. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Summer Program includes binational collaboration and provides a supplemental summer extension and enrichment services to incoming kindergarten through rising 12th grade migrant children and youth. Services to preschool and out-of-school youth are extended through family engagement.

Multnomah Educators Rising (MER): The MER program addresses the regional priority of diversifying the licensed education workforce in our community. MER utilizes evidence-based, culturally-responsive services, resources, and supports to provide academic, financial, and social-emotional support for diverse future educators.

Outdoor School and Companion Programs: Outdoor School is an overnight environmental science program for sixth-grade students and high school student leaders. The curriculum focuses on hands-on science and social-emotional learning. High School programming emphasizes leadership development and career learning. Companion programs can be developed and customized for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.



Instructional Services (Continued)

Regional Education Network Support/EAC Support: The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development, and prioritized initiatives.

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning focused on equity-centered, culturally responsive, and culturally sustaining practices and instruction. Services may include managing and coordinating regional equity work. Projects may be at a local school district level, county level, or state level.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas: curriculum adoptions, best practices in assessment, social-emotional learning, trauma-informed and culturally relevant practices, Career Technical Education, paraeducator professional learning, attendance, school culture/climate, equity-centered practices, implementation of state standards and assessments including essential skills, and other areas identified by districts. Content specialists cover literacy, math, multilingual learner support, science, education technology, social studies, and other educational content areas as needed. The School Improvement team also includes staff funded by Multnomah County dedicated to the implementation of the Preschool for All program for the region.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of work samples in multiple languages in reading, writing, and mathematics, as well as training in how to assess/score the work samples.

Instructional Services (Continued)

Student Success Act / Integrated Guidance Supports: See additional description in separate SSA Technical Assistance Section. MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA) and Oregon Integrated Guidance, applying for Student Investment Account funds, reporting and accountability, and SSA program planning and implementation. Services include regional convenings/work groups, 1:1 district support, coordinating partnerships with community based organizations, prioritization of work, and professional development in identified areas.

School Culture and Climate: Note this is cross-listed under Special Success Act as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

School Safety and Prevention Services: Services are provided in alignment with statewide Oregon School Safety and Prevention Systems (SSPS) initiative. SSPS provides school districts with a multi-tiered system of support ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. Offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

Substance Use Recovery Educational Services: MESD may provide a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include: specialized staffing; recovery classes or groups; professional learning; technical support for districts; and substance use, misuse and addiction education (or psycho-education).

Substance Recovery Program - Rivercrest Academy: MESD provides a comprehensive high school program leading up to a diploma for youth who are in recovery from substance use disorder. The instructional model includes embedded recovery mentorship and group support in addition to core curriculum and electives. Special Education, ELL, 504, TAG, and other support services are provided as applicable.

Instructional Services (Continued)

Transition Services: MESD provides transition advocacy, educational mentorship, and wrap-around support for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities. Transition services and education (re)engagement services are also provided for youth who are not currently engaged in school regardless of prior educational experiences.

Walden Crossing: Educational services leading to a high school diploma or GED are provided to students currently in the Walden Crossing treatment center program. Youth served are between ages 10-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.



School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides districts and schools with instruction in and assistance with meeting state and national mandates for required health and safety training. Consultation with schools and/or employees after occupational exposures to bloodborne pathogens is also provided. Health education training can include:

- Medication Administration
- Treatment of Severe Allergic Reaction (epinephrine administration)
- Treatment of Severe Hypoglycemia (glucagon administration)
- First Aid/CPR/AED training
- Treatment of Students in Adrenal Crisis
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen (BBP) Training, including management of post-exposure evaluation and follow-up
- Other areas identified based on district needs

Contracted Nursing Services including Direct One-to-One Nursing: School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile/complex. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (grades K, 1, and 3, other grades as capacity allows).

Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

Hearing Screening Team: The Hearing Program provides state-mandated screening (OAR 581-022-2220) to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. Training, orientation, oversight, and supervision is provided by the MESD.



School Health Services (SHS) (Continued)

Immunization Program: Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization compliance to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight, and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance and maximizes student attendance and learning time. Nurses and SHAs, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

School Nursing: School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence-based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. As of July 1, 2020, ORS 336.201 recommends one registered nurse for every 750 Students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are unlicensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform nursing procedures as delegated by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

School Based Health Medicaid Services: See description under Technology Services.

School Health Services (SHS) (Continued)

Nurse Consultant: The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

Complex Needs Nursing (CNN): Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation, and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The CNN may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning, placement meetings, and IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

Nurse-School Health Services Consultation: For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence-based research and best practice. Training, orientation, oversight, and supervision is provided by the MESD.

Multnomah

Special Education

Behavior and Instructional Consultation Services: Note this is cross-listed under Instructional Services as well. Consultation services are provided at the request of a district. Consultations may be with individuals or teams that may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse, and/or a behavior consultant. Services may be provided across settings or situations. A referral process includes a needs assessment at no cost. Further consultation and services may be provided on a contract basis. The contract agreement includes a clear description of the services provided and fees. Professional learning services may also be included to support the consultation services. These services may include social-emotional learning and trauma sensitive practices, behavioral prevention and intervention strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness, and/or others identified through the consultation process.

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a full-time speech language pathologist, a part-time occupational therapist, and a part-time complex needs nurse. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols, and regularly meeting with school-based staff (consultation and training to feed the student safely).

Special Education (Continued)

Functional Living Skills Program (ages 5-18): Located at MESD and/or component district sites, the Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social-emotional, medical, health care, behavioral, and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with state curricular standards. Services are provided in component school districts in order to provide the least restrictive environment (LRE) possible. Extended School Year (ESY) services are available for those students who qualify and when approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills Transition Program (ages 18-21): The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 who have exited high school, and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral, and/or medical). The curriculum is focused upon functional applied academics, community, and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the state curricular standards. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills (FLS Alternative) (Ages K-21 years): Functional Living Skills Alternative aka Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability, which directly affects cognition, communication, and behavior. The curriculum used in all classrooms aligns with the state curricular standards. Additional support services focus on building communications skills, motor, and sensory skills, so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative. FLS locations include Wheatley School.



Special Education (Continued)

High School Therapeutic Classrooms: See Helensview Academy Program description under Instructional Services.

Social-Emotional Skills, Behavioral Health, Therapeutic classrooms, and Evaluation/Stabilization programs:

- Arata Creek, Burlingame Creek, and Knott Creek Schools (SESP)
- (Kindergarten-12th)
- Transition Program (ages 18-21)
- Arata Creek, Burlingame Creek, and Knott Creek Behavioral Health (Kindergarten-12th grade)
- Knott Therapeutic classrooms (Kindergarten-5th grade)
- Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten-3rd grade)

The SESP program is designed for students with an Individualized Education Plan (IEP)

from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention, and evidence-based academic instruction to students who have not been successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support.

Additionally, the Transition classroom ages 18-21, offer job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social-emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

Special Education (Continued)

The Therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45-day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem Solving practices, culturally responsive Positive Behavioral Supports, and trauma sensitive practices are embedded in the training for staff and students.

***Individually Purchased Options:**

Related and/or Specialist Services: Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied depending upon IEPs and locations.

Assistive Technology:

- Conduct systematic assessment of student's AT needs
- Provide assistance in IEP development
- Provide consultation and technical assistance to district teams
- Training and in-service at district request

Speech/Language Pathology:

- 1:1 therapy
- Conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, State, and Federal rules
- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Occupational Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Physical Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review, and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)
- Provide counseling services to individuals and/or small groups
- Provide in-service trainings to districts

* Included in the cost of this service option are travel, supplies, materials, and technology (computer needs) for staff

Behavior Consultant:

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations, support, and feedback on processes.



Special Education (Continued)

Educational Assistants: Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

Transition Specialist (Special Education): This is a classified staff member with a background in behavior, trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate support for the student to be successful in the new school environment.

District Classroom Interventionist: Licensed special education behavioral specialists purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

Technology Services

Through Cascade Technology Alliance

www.cascadetech.org

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD Districts:

Application and Development Services:

- **Medicaid Administrative Claiming (MAC):** Provides reimbursement to school districts for activities related to the administration of Medicaid. This includes activities such as referrals to medical or dental services, assisting a student in enrolling in the Oregon Health Plan, and care coordination of Medicaid services. Participating staff complete a one-day survey three times per year to document their time and activities.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's), and Nurses.
- **School Based Health Medicaid Services:** Note this is cross-listed under School Health Services as well. This intended service is in response to Oregon Health Authority's adoption of new rules in 2024 for School Based Health Services which will allow school districts and ESDs to expand the types of services that can be billed and reimbursed by Medicaid. The School Based Health Medicaid Service Model (SBHSM) will help School Districts and MESD access Medicaid Reimbursement to help offset the cost to provide School Based Health Services in our schools. SBHSM integrates support from MESD School Health Services, Special Education Services, Business Services and Technology Services.

Business Systems Support:

- MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.



Infrastructure Services:

- Internet Connectivity: MESD provides Internet Service Provision (ISP) service for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- Network Services: Wide-area data networking support is provided in the form of communication lines, router maintenance, network management, and connection to the Internet.
- Engineering Support & On-Site Help Desk Support: Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.
- Security Services: Cybersecurity expertise, guidance, and engineering to support both proactive and reactive responses to evolving cybersecurity threats.

Instructional Services:

- Follett Destiny Library and Textbook Management: Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.
- Student Information Services: Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students, and parents to engage in the instructional process.

Educational Technology:

- Technical assistance, facilitation, and professional learning support for best practices in technology integration, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. These services are cross-listed under the Student Success Act / Integrated Guidance / Technical Assistance program, as this program is a key collaborator with TS.

Other Regional Services:

The MESD provides general technology support services to districts upon request.

Please see our full list of services at:

<https://www.cascadetech.org/solutions.html>



Administrative Support Services

Strategic Communication and Public Affairs: We offer integrated, culturally and linguistically responsive strategic marketing and communications services. The MESD communications department is committed to providing support and alignment for our component districts across Multnomah County. MESD offers guidance to regional communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing leadership and alignment on messaging surrounding student safety
- Creating a coordinated crisis communications plan
- Emergency & Crisis Communications support
- Media Relations
- Public Records support
- Graphic Design
- Social Media Guidance
- Website Guidance
- Photography
- Language Access Services (plan, translations and interpreters)
- Brand Management advice and support
- Regional Support

Government Affairs: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Inter-District Delivery System (aka PONY): Facilities and Transportation Services provide inter-district courier “pony” service to component districts.

K-12/Higher Education Collaboration Supports: MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.

Other Administrative/Operational Services: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.

Procurement Card Services: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.

Safety Liaison Services: MESD provides community and school safety liaison, communication and data support services.

School Announcement Closure Network: MESD contracts with FlashAlertNewswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.



Student Services

Flight Team Support: The Flight Team consists of a dedicated group of mental health professionals providing comprehensive crisis support to schools. We assist districts in navigating challenging times, such as student or staff loss, through:

- Immediate emotional support: Our team offers trauma-informed care, grief counseling, and support for students and staff.
- Effective communication: We collaborate with administrators to develop communication plans and address the emotional needs of the school community.
- Expert guidance: We provide on-site support and guidance on crisis management protocols.

The Flight Team utilizes a nationally recognized model for crisis response, ensuring compassionate and effective support for your school community during difficult times.

Student Success Act / Integrated Guidance Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow for increased ESD support to component school districts. This includes the technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving grant funding related to the programs within the Integrated Guidance (including Student Investment Account funding); and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching and consultation programs. This plan reflects priorities shared across multiple districts in the region.

Comprehensive Paraeducator Training: MESD develops/sources and implements professional learning for current Paraeducators in topics aligned to each districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). A regional coordinator of paraeducator professional learning systems as well as two paraeducator coaches are provided.

Diversification of the Education Workforce: MESD provides staffing, convening, and facilitation to create regional Grow Your Own programs to support students and existing staff to become teachers and administrators.

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. This is cross-listed with Technology Services as this position is a key collaborator with TS staff.

Effective Early Literacy / Early Learning Systems: MESD provides support (coaching, consultation, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups. MESD funds an Early Literacy position focused on providing this support, and this position collaborates with the County-funded Preschool for All coach position to integrate and align supports.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

Equity, Continuous Improvement, and Community Engagement of Focal Populations: MESD provides support for equity-related professional learning in the region, funding a regional equity facilitator position. This role includes capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students. A regional coordinator for research and evaluation, as well as a data analyst position, also provides support for districts related to continuous improvement. MESD staff work across teams in each of the following areas to provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved Communities.

Every Day Matters: MESD provides a regional specialist to support districts in addressing chronic absenteeism and improving attendance rates. This position provides consultation and regional capacity building with an integrated focus on student and family engagement for grades K-8.

High School Success: MESD provides a regional specialist to support districts in applying for and implementing High School Success grant funds. This position provides consultation and regional capacity building with an integrated focus on Career Technical Education and attendance in grades 8-12 in the region.

School Climate and Culture: Note this is cross-listed under Instructional Services. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate and mental/behavioral health. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by Districts.

SIA Plan Technical Assistance and Grant Writing Support: Assistance for districts is provided as needed in development of required Student Investment Account/Integrated Guidance plans, as well as other grants. This includes developing new and leveraging current regional networks / advisories focused on shared SIA priorities and providing a Grant Liaison to facilitate the team's technical assistance and serve as liaison between districts and ODE.



Student Success Act / Integrated Guidance Technical Assistance (Continued)

CSI/TSI Support: MESD provides district and regional support for improving outcomes in schools identified for Comprehensive and Targeted School Improvement (CSI/TSI) using Every Student Succeeds Act (ESSA) funding.

Small School District Support: MESD provides small-district support (Corbett, Riverdale) for reducing administrative burden for the application, reporting, and implementation of the Integrated Guidance using Governor's Emergency Education Relief (GEER) funding.



Adoption of Multnomah ESD Programs and Services Proposals For 2025-2026

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2025, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2025

Superintendent/Deputy Clerk

School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2025-2026 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.



Community Partners

Albertina Kerr
Carpe Mundi
Cascade Technology Alliance (CTA)
College Possible Oregon
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT Oregon
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
International Brotherhood of Electrical Workers (IBEW)
Impact NW
The Immigrant and Refugee Community Organization (IRCO)
Kaiser Permanente
Kline & Associates
Latino Network
Legacy Health
Linn-Benton Community College
Linn-Benton Detention
Mercy Corps NW
Metro
Mt Hood Cable Regulatory Commission
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Early Learning
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County Student Health Centers
Multnomah County SUN Schools
MultnomahESD - Multnomah Educators Rising



Multnomah ESD-Helensview School
Multnomah-Clackamas Regional Educator Network (MCREN)
National Oceanic and Atmospheric Administration (NOAA)
Native American Youth and Family Center (NAYA)
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Alliance of Black School Educators
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
P:ear Mentoring
Parkrose Hardware
Portland Bureau of Transportation (PBOT) Safe Routes to School
Portland Children's Levy
Portland Community College
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland State University TRIO Pre-College Programs
Portland Youth Builders
Providence Willamette Falls Hospital
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
REAP Inc.
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement, Inc.
Shriners Hospitals for Children
S.T.A.R.S. Mentoring Program
The Coalition of Communities of Color
TriMet
U.S. Bank Machine Tool Finance Group
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
Worksystems, Inc. SummerWorks
Yamhill County Juvenile Detention
Zenbu



Links to Other Information

Multnomah Education Service District: Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

Education Service District Annual Report to ODE: Each year the Board of Director of an ESD shall produce an annual report related to the performance and the finances of the ESD for the previous school year.

<https://docs.google.com/document/d/1E4BmBzd-SuH6sXadRIIdriCEW3NgONKZL/edit?usp=sharing&ouid=109340671552457365884&rtpof=true&sd=true>

MESD Budgets and Financial Reports: MESD's annually Adopted Budgets and Annual Comprehensive Financial Reports (ACFRs) for the past 5 years can be found at the Business Services homepage:

<https://www.multnomahesd.org/about-us/what-we-do/reports>

Cascade Technology Alliance: Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>





As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: JROTC Field Trip Request

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|---|
| <input type="checkbox"/> Marginalized Students | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |
-

Summary / Background:

RHS Army JROTC is proposing an overnight field trip to attend the JROTC Cadet Leadership Challenge (JCLC) at Camp Rilea in Warrenton, OR from May 7 – 11, 2025. While there, we will join other programs from the Cascade Mountain League. Cadets will challenge themselves as they participate in the rappel tower, obstacle course, water survival, land navigation, and leadership opportunities. The field trip will provide approximately 14 cadets with educational experiences in physical fitness, marksmanship, drills, career related learning in essential skills, as well as teaching integrity and ethics in the workplace, developing teamwork, and promoting positive self-esteem.

Previous Board Action:

The Board is responsible for approving all overnight and out-of-state field trips.

Financial Implications:

The estimated cost of the trip for RHS JROTC is \$250 paid through the unit's ASB funds. The funds have been secured through fundraisers, assistance from local Veteran of Foreign Wars Posts, Military Officer Association of America – Portland Chapter, and students volunteering to clean up after RHS football games. The additional cost of the trip, to include lodging and meals, is provided by the US Army Cadet Command.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the JROTC trip for Reynolds High School students as presented.
- B. Motion Seconded by Another Board Member

- C. Points of Clarification / Discussion
- D. Call for Board Vote

Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Junior Reserve Officer Training (JROTC) School: Reynolds High School

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: February 19, 2025 Date(s) of Activity: May 7-11, 2025

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)
Participate in JROTC Cadet Leadership Challenge (JCLC)
2. List staff member(s) responsible for students. List all other supervisors on trip.
Supervisor: LTC (Ret) Mark H. Johnson; Senior Army Instructor
3. School equipment to be used:
Transportation for 14 students
4. Lodging:
Lodging is available at Camp Rilea, OR and is provided by Oregon National Guard.
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 14 Number of supervisors: 1
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: LTC Mark Johnson Date: FEB 19, 2025
9. Principal approval:  Date: 2-19-25

Decision: Preliminary approval to continue with planning Yes No

If denied, reason _____

District Activities Coordinator Date

Final Approval Yes No

District Activities Coordinator

Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.

7 May	Travel from RHS to Camp Rilea
7 - 11 May	JCLC (rappel tower, obstacle course, land navigation, etc)
11 May	Travel back to RHS

2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?

Participate with JROTC HS programs from the Cascade Mountain League in rope bridge, obstacle course, physical fitness, land navigation, rappel tower, etc.

3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?

The program focuses on educational experiences in physical fitness, marksmanship, drills, career related learning, as well as teaching integrity and ethics in the workplace, developing teamwork and promoting positive self-esteem.

4. What effect does the trip have on other classes or programs?

Evenings are reserved for students to complete homework in other classes to ensure they do not fall behind in other course work.

5. Estimated cost of trip \$250. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

No cost to students. US Army Cadet Command will reimburse the cost of all food and lodging. Transportation paid by RHS JROTC ASB account; which is resourced through fundraising.

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).

LTC Johnson is certified to drive activity bus through Reynolds Transportation Office. LTC Johnson will drive the bus to, from, and during the event.

7. Describe supervision plans to ensure maximum safety for students.

RHS JROTC Senior Army Instructor, LTC (Ret) Mark Johnson will be primary supervisor, along with instructors from other schools. One female chaperon (name TBD) will accompany group. ORNG personnel provide safeties during training.

Student Learning Plan

Chapter 4: Geography

Orienteering [U5C4L7]



What you will accomplish in this lesson:

Apply map reading skills to orienteering



Why this lesson is important:

Orienteering is for all ages and degrees of fitness and skill. It provides the suspense and excitement of a treasure hunt. The object is to locate control points by using a map and compass to navigate the terrain. In this lesson, you will learn about the different types of orienteering and the skills involved in this activity.



Essential Question:

How can you complete an orienteering course?



What you will learn in this lesson (Learning Objectives):

- Differentiate between six types of orienteering courses
- Explain the five step process to determine direction of travel
- Demonstrate five movement techniques used in orienteering
- Identify the control area and safety aspects used in orienteering
- Define key words: aiming off, attack point, control points, orienteering, steering mark



You will have successfully met this lesson's purpose:

- by completing a mock orienteering event
- by writing a summary about personal orienteering skills
- when you apply the five-step process to determine direction of travel using a map and compass
- when you demonstrate five movement techniques used in orienteering
- when you locate and record control points
- when you describe the skills and strategies used to complete the orienteering course
- when you identify strategies for improving orienteering skills



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your Instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about orienteering. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. With your class, **list** what you know and would like to know about orienteering by completing the K and W columns in a KWL Chart.

GATHER PHASE: So, what else do you need to know or learn?



- _____3. **Listen to** a description of orienteering. **Read** the “Types of Orienteering Courses” section in your student text.
- _____4. **Listen to** a briefing about orienteering strategies.
- _____5. **Read** the “Equipment” and “Course Organization” sections in your student text.
- _____6. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____7. With your team, **practice** your orienteering skills with senior Cadets.
- _____8. **Reflect** on what you learned about orienteering. **Answer** the Reflection Question(s) presented by your Instructor.



PART 3

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____9. With your class, **complete** the L column of your KWL Chart.
- _____10. **Complete** the Orienteering Performance Assessment Task. **Submit** your completed performance assessment task to your Instructor for feedback and a grade.
- _____11. **Review** the key words of this lesson.
- _____12. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

- 1. **Inquire Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
- 2. **Gather Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
- 3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
- 4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: International DECA Career Conference

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|---|
| <input type="checkbox"/> Marginalized Students | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |
-

Summary / Background:

DECA is quickly becoming a strong Business and Leadership CTE program at Reynolds High School. We have been extended an opportunity to send four of our DECA officers to the International Conference in Orlando where they will participate in leadership training. DECA has only allocated to Oregon 24 slots for this program and Reynolds was given 4 at the State Conference.

This leadership conference will give these four officers the training they need to help grow the RHS DECA chapter next year. DECA will be an integral part of the curriculum for our 2025-26 Business program. It's a key component to being able to launch three one-year classes (Principles of Business Marketing, Management, and Entrepreneurship), with a fourth planned for the following year (PB Finance).

[Full Conference Schedule Packet](#)

Previous Board Action:

The Board is responsible for approving all overnight and out-of-state field trips.

Financial Implications:

The estimated cost of this trip is \$10,000. High School Success and Intensive Coaching fee-free funds will be used to cover all costs.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the International Career DECA Conference for Reynolds High School students as presented.

- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: DECA School: RHS

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: 3/7/25 Date(s) of Activity: 4/25-30/25

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)
Emerging Leadership and Advisor training for 4 DECA officers and Advisor Cunningham
2. List staff member(s) responsible for students. List all other supervisors on trip.
Thom Cunningham and Justin Birmingham
3. School equipment to be used:
n/a
4. Lodging:
Coordinated through DECA Oregon
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 4 Number of supervisors: 2
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: Thom Cunningham Date: 3/7/25
9. Principal approval:  Date: 3-7-25

Decision: Preliminary approval to continue with planning Yes No

If denied, reason _____

District Activities Coordinator Date

Final Approval Yes No

District Activities Coordinator

Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.
4/25 - Travel to Orlando. 4/26 - Orientation and Welcoming of 15,000 attendees
4/27- 4/29 - Emerging leadership and Advisor Workshop 8:30 - 4:00. 4/30 Travel home.
2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?
To train our DECA officers in leadership of our chapter and to train our Advisor for leading them to grow our CTSO 4-fold next year.
3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?
3 days of immersive training by and with other DECA leaders from across the country. This is an intensive learning program for them.
4. What effect does the trip have on other classes or programs?
DECA will be an integral part of our curriculum in 3 new classes being offered next year (Business Management, Business Marketing, and Entrepreneurship). These students will be leaders in the classroom and the Chapter.
5. Estimated cost of trip \$ 10,000 . Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)
We are relying on District funding this year to help get this program off the ground as we got a late start in this program this year.
6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).
This will require flights. At this time it is expected that Parents will get the four students to the airport and pick them up at the prescribed times.
7. Describe supervision plans to ensure maximum safety for students.
This trip is for 4 students and 2 adults. Thom Cunningham, RHS teacher and DECA advisor, will be the main Reynolds chaperone. Justin Birmingham will also travel with the group.

All of the Oregon districts will stay together as a cohort. They will have meals together and share lodging. Female advisors from other Oregon chapters will be available for support if needed. Room checks will be performed nightly. Students will use the buddy system at all events and will regularly check-in with chaperones.

INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

FRIDAY, APRIL 25

8:00 AM - 9:00 PM	Headquarters + Attraction Ticket Booth	W206
8:00 AM - 9:00 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
5:00 PM - 6:00 PM	Chartered Association Advisor Check-in <i>Chapter advisors register with their chartered association advisor at their assigned hotel</i>	W310A
6:30 PM	Chartered Association Advisor Dinner <i>by invitation only</i> <i>Sponsored by NRF Foundation Rise Up</i>	W309

SATURDAY, APRIL 26

7:00 AM - 9:30 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM - 9:30 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
8:00 AM - 5:00 PM	DECA Day in the Parks <i>Advance ticket purchase required</i>	
9:00 AM	Event Directors' Briefing <i>Sponsored by MBA Research</i>	W221A
9:30 AM	Executive Officer Candidate Orientation + Interviews	W310A
1:00 PM - 5:00 PM	Exhibit Booth Set-up	WD1
5:00 PM	Parade of Chartered Associations Rehearsal	WA1-WB1
6:00 PM	National Advisory Board + Executive Mentor Reception <i>by invitation only</i>	W309
8:30 PM	Grand Opening Session	WA1-WB1
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

SUNDAY, APRIL 27

7:00 AM - 5:00 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM - 5:00 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
7:30 AM	Judge Check-in	West C Lobby
8:00 AM - 11:30 AM	School-based Enterprise Academy Retail Operations <i>Sponsored by Nestle</i>	W312 + W314 + W315
8:00 AM - 3:30 PM	Emerging Leader Series	OCCC
8:00 AM - 4:00 PM	College + Career Exhibits <i>Advisors only from 8:00 AM - 9:00 AM</i>	WD1
8:00 AM - 5:00 PM	Competitive Event Testing <i>Principles of Business Administration Events, Personal Financial Literacy, Team Decision Making Events, Individual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Events</i>	WB2-WB3 + Valencia B-D
8:00 AM - 5:00 PM	Competitive Event Preliminary Competition <i>Business Operations Research Events, Project Management Events, Entrepreneurship Written Events, Stock Market Game</i>	WD2
9:00 AM	Virtual Business Challenge Participants' Briefing	Valencia A
9:00 AM - 4:00 PM	Advisor Professional Learning Series	W205
9:30 AM	Executive Mentor Check-in	W309
10:00 AM - 4:00 PM	Virtual Business Challenge Competition	WD1
12:00 PM	MDA Fundraising Recognition Luncheon <i>Sponsored by the Muscular Dystrophy Association by invitation only</i>	W309
12:30 PM - 4:00 PM	School-based Enterprise Academy Food Operations <i>Sponsored by Nestle</i>	W312 + W314 + W315
4:00 PM	Voting Delegates' Briefing + Candidate Campaign Sessions	W311
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

MONDAY, APRIL 28

7:00 AM – 5:00 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM – 5:00 PM	Shop DECA	WB Lobby Reg Concourse
7:30 AM	Judge Check-In	West C Lobby
8:00 AM – 4:00 PM	College + Career Exhibits	WD1
8:00 AM – 3:30 PM	Emerging Leader Series	OCCC
8:00 AM – 6:00 PM	Competitive Event Preliminary Competition <i>Principles of Business Administration Events, Personal Financial Literacy, Team Decision Making Events, Individual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Event</i>	WC + WD2
8:00 AM – 6:00 PM	School-based Enterprise Preliminary Competition	WD2
9:00 AM – 3:00 PM	Advisor Professional Learning Series	W205
10:00 AM – 4:00 PM	Virtual Business Challenge Competition	WD1
12:00 PM – 1:30 PM	Chartered Association Officer + Advisor Luncheon <i>Sponsored by the U.S. Army by invitation only</i>	W311
2:00 PM – 3:30 PM	Leadership Recognition Reception <i>by invitation only</i>	W309
2:00 PM – 4:00 PM	Meet the Candidates Session <i>Open to all members</i>	WA Lobby Reg Concourse
3:00 PM – 4:00 PM	Competitive Events Update <i>Advisors only</i>	W205
5:00 PM – 11:00 PM	DECA Night at Universal Orlando <i>Advance ticket purchase required</i>	Universal Orlando Resort
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

TUESDAY, APRIL 29

7:30 AM – 6:00 PM	Headquarters	W206
8:00 AM	Achievement Awards Session	WA1-WB1
8:30 AM – 11:30 AM	Judge Check-In	West C Lobby
8:30 AM – 6:00 PM	Shop DECA + Finalist T-Shirts + Recognition Items	WB Lobby Reg Concourse
8:30 AM – 6:00 PM	Competitive Event Final Competition	WD2
12:00 PM	Business + Election Session	W304
6:00 PM – 7:00 PM	Scholarship + National Advisory Board Reception <i>Sponsored by National Advisory Board Partners by invitation only</i>	W203
7:30 PM	Grand Awards Session	WA1-WB1
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

WEDNESDAY, APRIL 30

9:00 AM – 11:00 AM	New Executive Officer Orientation	W310A
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As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Recognition

Type: Action Item Report / Presentation

Policy: KAA: Community Relations

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Board will adopt the following resolutions:

- i. Resolution 2024-2025-022 Public School Volunteers
- ii. Resolution 2024-2025-023 School Library Month
- iii. Resolution 2024-2025-024 Assistant Principal Week
- iv. Resolution 2024-2025-025 Arab American Heritage Month

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve Resolutions 2024-2025 -022 to -025 as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Holly Langan, Executive Director for Financial Services

Subject: Oregon Savings Growth Plan Resolution

Type: Action Item Report / Presentation

Policy: GCBC/CDBC: Insurance and Associated Payroll Costs

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|---|
| <input type="checkbox"/> Marginalized Students | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |
-

Summary / Background:

The Oregon Savings Growth Plan (OSGP) is a Section 457 deferred compensation plan that is authorized under ORS 243.474 and available to all Oregon public employers including school districts. In order to participate, a plan document must be established and the Board must adopt a resolution authorizing the OSGP to be offered as one of the investment providers in our Section 457 program.

The OSGP would be offered as an additional option similar to 403b and 457b deferred compensation plans. This would be employee contributions only, meaning that the district does not match or otherwise contribute to the plan as it is simply one more option for staff who want to set aside additional retirement funds. This plan is one of the lowest cost plans available to public employees, and has been requested by several staff to be added to our options.

Previous Board Action:

Not Applicable.

Financial Implications:

There are no costs to the district other than nominal time to administer an additional plan.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt Resolution 2024-2025-026 "Inclusion Under the State of Oregon Deferred Compensation Plan" as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

RESOLUTION FOR INCLUSION UNDER THE STATE OF OREGON DEFERRED COMPENSATION PLAN



LOCAL GOVERNMENT PROGRAM

The _____ (Governing Body) of _____
_____ (Employer), pursuant to the provisions of Oregon Revised

Statutes (ORS) 243.474, which provides in part that:

“A local government that establishes a deferred compensation plan may invest all or part of the plan’s assets through the deferred compensation investment program established by the Oregon Investment Council (OIC) under ORS 243.421,”

Hereby determines to be included in the State of Oregon Deferred Compensation Investment Program, also known as the Oregon Savings Growth Plan, established by the OIC under ORS 243.421 and administered by the Public Employees Retirement Board according to ORS 243.435 for its eligible personnel.

Be it further resolved that the proper officers are herewith authorized and directed to take all actions and make such reductions and submit such deferrals as are required by the Public Employees Retirement Board of the State of Oregon pursuant to ORS 243.478 (1), and

Be it further resolved that Employer agrees to be bound by the terms and conditions of the contracts between the State, its investment providers and record keeping company, and the “Plan Document” as identified in ORS 243.401 to 243.507 and TPA services as amended from time to time. Specifically, without limitation, Employer agrees to appoint its governing body as Trustee of its Plan, as required by Section 457(g) of the Internal Revenue Code (IRC), 26 USC 457(g)(2). The Employer certifies it is an “eligible employer” under IRC Section 457(e)(1) and has received a copy of the Plan Document and TPA Services.

Be it further resolved that Employer shall submit a certified copy of this resolution and “Notification Memo” to the State of Oregon, Public Employees Retirement System (PERS) as the Plan Administrator.

Be it further resolved that the Governing Body and Employer, recognize the PERS Board’s responsibility for maintaining the integrity of the Plan and hereby agree to cooperate fully with the Plan Administrator in accordance with procedures established by PERS, including without limitation in processing requests for withdrawal in case of an unforeseeable emergency as defined in IRC Sec. 457(b)(5) and Treasury Regulations 1.457-2(h)(4) and (5).

DESIGNATION OF AGENT

The person in the following position is hereby designated as the agent in matters pertaining to the State of Oregon Deferred Compensation Investment Program.

Title _____

Agent _____

Address _____

Phone Number _____

E-mail address _____

Office Hours _____

Payroll Agent _____

Payroll E-mail address payroll@rsd7.net

Phone Number _____

Fax Number _____

SL3

CERTIFICATION

I hereby certify that the foregoing resolution is a true, correct and complete copy of the resolution duly and regularly passed by the _____ (Governing Body) of _____ (Employer Name) of _____ (County) on the _____ day of _____ and that this resolution has not been repealed or amended, and is now in full force and effect.

Dated this _____ day of _____, _____.

X

Governing Body Authorized Signature

Title

Mailing Address

NOTIFICATION MEMO

Employer Name	Daytime Phone
Address	County
City, State, Zip	Federal Identification Number
Number of Employees	PERS Employer Number
Employer Representative (Name)	

PAYROLL DATA

1. Deferral will be submitted by ACH. Back-up documentation containing the participants' demographic information and deferral amounts must be included.
2. Normal payday (i.e., every Thursday, every other Friday, etc): _____
 - a) Attach payday schedule for a calendar year
 - b) Number of employees on this pay mode: _____
3. Participants are able to indicate upon enrollment whether deferral amount shall be indicated in dollar amount or as percentage of salary per pay period.
4. The initial and amended payroll reduction authorization, forms and Letters of Transmittal should be sent to:

Name	Title
------	-------

5. Payroll Reduction Listing that will be sent prior to each pay day should be sent to:

Name	Title
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PLAN TRUST – DECLARATION



Local Government Entity
Reynolds School District #7

ARTICLE I - PURPOSE

Employer, which is a local government entity in Oregon and an “eligible employer” under Section 457(e)(1) of the Internal Revenue Code (IRC), 26 USC 457(e)(1), desires to establish an “eligible deferred compensation plan” (“the Plan”), as defined in Section 457(b) of the Internal Revenue Code, for employees performing services for Employer (“Employer” or “Plan Sponsor”). Employer is the Plan Administrator, and its governing body is the Plan Trustee. The Plan is a “local government deferred compensation plan” as defined in ORS 243.401(9) that is administered by the Public Employees Retirement System. A Third Party Administrator (TPA) may be contracted to offer administrative services.

ARTICLE II - ACCOUNTS HELD IN TRUST

All amounts of compensation deferred under the Plan, all property and rights purchased with such amounts and all income attributable to such amounts, property, or rights shall be held in trust for the exclusive benefit of Participants and their beneficiaries.

ARTICLE III - INVESTMENT

Employer shall offer a diversified investment program(s) for employees participating (“Participants”) in the Plan. All or any portion of each Participant’s Account may be, but shall not be required to be, invested by Employer in the options designated by Participant. Employer shall have absolute and uncontrolled discretion with respect to the option or options, in which the Account as defined in Article IV, shall be invested.

ARTICLE IV - DEFERRAL

The compensation that a Participant would otherwise receive for the pay period shall be reduced by the amount specified by the Participant enrollment form, or through instructions communicated via the PERS/OSGP website, telephone, or other approved method(s) prescribed by the Deferred Compensation Office. The amount of the reduction shall be contributed to Participant’s Deferred Compensation Account (the “Account”).

ARTICLE V - CHANGE IN AMOUNT OF DEFERRAL

The amount of compensation to be deferred under the Plan may be increased or decreased at any time in accordance with Plan procedures. Any such revision shall be effective for any calendar month by salary reduction only if an agreement providing for the deferral has been entered into before the first day of the month in which the compensation is paid or made available.

ARTICLE VI - MAXIMUM DEFERRAL

Except as provided in Article XIV, the following limitations shall apply: In no event shall the amount deferred for any Participant’s taxable year exceed the lesser of (i) the certain amount specified by the Internal Revenue Service or (ii) 100 percent of Participant’s includible compensation for the taxable year for services performed for Employer.

ARTICLE VII - TIMING OF DEFERRAL

Compensation may be deferred for any calendar month by salary reduction only if an agreement providing for the deferral has been entered into before the first day of the month in which the compensation is paid or made available.

ARTICLE VIII - EMPLOYER'S OBLIGATION; FEES AND CHARGES

Employer's sole obligation to the Participant at any time shall be equal to the value of the Account at such time. The Participant's Account shall be reduced by any charges or fees incurred in liquidating any investment in which the Account is invested, including any interest penalty for early withdrawal of amounts deposited in any financial institution. In addition, the Plan may charge each Participant an annual administrative fee of up to two (2) percent of the Account.

Loan: If employer chooses to participate in the Plan's loan program, participants may be eligible to borrow funds from their OSGP account.

ARTICLE IX - NON-ASSIGNMENT

Except as required by the terms of a domestic relations order as defined in IRS Private Letter Ruling 9145010, July 31, 1991, the Internal Revenue Code, as may be amended, and Plan provisions, Participant may not assign, anticipate, alienate, sell, transfer, pledge, or in any way encumber any of the rights Participant may have in the Employer's 457 Plan, as may be amended. Employer shall reject and refuse to honor any such purported action with respect to such rights. The interest of Participant or any beneficiary designated by Participant in Participant's Account or in any obligation established by this Plan-Trust Declaration shall not be subject to the claims of Participant's creditors or to legal process on behalf of Participant's creditors or be liable for the debts of any beneficiary.

ARTICLE X - AVAILABILITY OF DEFERRED FUNDS

In no event will any amount payable under this Plan be paid or made available to Participant before the Participant incurs a Severance from Employment or is approved for an Unforeseeable Emergency or De Minimis distribution which are defined below. In no event may a Participant's Beneficiary or alternate payee under a QDRO receive a De Minimis distribution or a distribution for an Unforeseeable Emergency.

Severance from Employment shall be determined in the manner prescribed by the Internal Revenue Service. For purposes of this Plan, Participant will have a Severance from Employment on ceasing to render services for the Plan Sponsor, including services as a temporary employee. If a Participant returns to work with the Plan Sponsor, the Participant is no longer eligible for distributions except as otherwise expressly allowed under the Plan and the Internal Revenue Code. "Unforeseeable Emergency shall mean severe financial hardship to Participant resulting from a sudden and unexpected illness or accident of Participant or of Participant's dependent (as defined in Section 152(a) of the Internal Revenue Code), loss of Participant's property due to casualty, or other similar extraordinary and unforeseeable circumstances arising as a result of events beyond Participant's control. The circumstances that will constitute an Unforeseeable Emergency will depend upon the facts of each case, but in any case, payment may not be made to the extent that such hardship is or may be relieved: (i) through reimbursement of compensation by insurance or otherwise, (ii) by liquidation of Participant's assets, to the extent the liquidation would not itself cause severe financial hardship, or (iii) by cessation of deferrals under the Plan."

De Minimis Distribution. If a Participant's account has less than \$5,000 and the Participant has not contributed to the Plan for a minimum of two years, the Participant may request that the account balance be distributed to the Participant. A Participant may elect this option only once.

Unforeseeable Emergency. Upon the occurrence of an Unforeseeable Emergency, as defined above, Participant may request an Unforeseeable Emergency Withdrawal in a manner prescribed on a form supplied by the Deferred Compensation Office. If the Deferred Compensation manager, or the manager's designee, approves the request, a distribution will be made in an amount consistent with the terms of this Plan and Agreement and reasonably needed to satisfy the emergency need.

Loan. If employer chooses to participate in the Loan Program, participants may be eligible to borrow funds from their OSGP account.

Distribution After Severance from Employment. Upon Participant's Severance from Employment, as defined above, Employer shall direct the record keeper to pay Participant the value of Participant's Account in the manner specified in Article XII.

ARTICLE XI - PAYMENT UNDER THE PLAN

- (a) Upon Participant's Severance from Employment, as defined in Article X, Employer shall authorize payment to the Participant in accordance with Plan procedures; or
- (b) Upon the occurrence of an Unforeseeable Emergency, as defined in Article X. Participant may submit an Unforeseen Emergency Withdrawal Request on a form supplied by the Employer or TPA. The request, if approved, will be for only the amount of payment as is consistent with the terms of this Plan document and reasonably needed to satisfy the emergency need.

ARTICLE XII - DISTRIBUTIONS

The distribution form, which must be completed by a Participant upon severance of employment when the Participant requests a distribution from the Plan, provides for the time and manner in which the value of the Participant's Account is to be paid following Severance from Employment. The Participant may make or change an election regarding the manner in which payments are to be made by completing and executing the "Manner of Payment" portion of the distribution form and delivering by mail or in person to the OSGP office at least 30 days before the payment commencement date. The "Payment Commencement Date" portion and the "Manner of Payment" portion of the distribution form shall become effective when executed by both Participant and Employer. The payment commencement date must be at least 30 days after the termination date. If the Participant turned 70½ in 2019 or earlier and still has a balance in the Plan, they are required to take a Required Minimum Distribution (RMD) by April 1st of the calendar year following the calendar year in which they reached 70½. Beginning in 2020 or later, if the Participant has a balance in the Plan, they are required to take a Required Minimum Distribution (RMD) by April 1st of the calendar year following the calendar year in which they reach 72, or when they separate from service, whichever is later. The manner of payment selected must satisfy the requirements of Section 401(a)(9) of the Internal Revenue Code. If a Participant fails to elect a payment commencement date by the required beginning date as defined in OAR 459-050-0080, payments shall be made in accordance with IRC 401(a)(9). Account balances of less than \$1,000 shall be distributed as a lump sum within one year after the termination date.

ARTICLE XIII - DISTRIBUTION TO BENEFICIARIES

If the Participant dies after having begun to receive distributions, the distribution of benefits must continue to the designated beneficiary at least as rapidly as under the schedule of payments elected by Participant. If Participant dies before having begun to receive distributions, Participant's entire Account must be distributed by December 31 of the calendar year that contains the fifth anniversary of Participant's death, unless the designated beneficiary elects within 60 days after the date the Deferred Compensation Office is notified of the Participant's death to have one of the following special rules apply:

- (a) **IF THE BENEFICIARY IS PARTICIPANT'S SURVIVING SPOUSE:** If the beneficiary is a surviving spouse, distributions must begin no later than December 31 of the year in which the Participant would have reached age 72, or the year that contains the first anniversary of the Participant's death, whichever is later. The entire account must be paid over a period that does not exceed the surviving spouse's life expectancy.
- (b) **IF THE BENEFICIARY IS A PERSON OTHER THAN THE SURVIVING SPOUSE:** If the beneficiary was designated by the Participant, distributions must begin no later than December 31 of the year that contains the first anniversary of Participant's death. The entire Account must be paid over a period which does not exceed the beneficiary's life expectancy.
- (c) **IF THE BENEFICIARY WAS NOT DESIGNATED BY THE PARTICIPANT:** As defined in section 401(a)(9) of the Internal Revenue Code, the Participant's entire interest must be distributed to the Estate.

ARTICLE XIV - CATCH-UP ELECTION

Participants nearing normal retirement age may make up some or all of any deferrals they did not make during previous years of eligibility. For purposes of this Article, "normal retirement age" shall have the meaning given to that term under the retirement system of the plan sponsor. A Participant may elect to make additional catch-up contributions using either of the options listed below. These options may not be exercised simultaneously.

- (a) The earliest a Participant may exercise this catch-up option is three years before the Participant reaches normal retirement age. Within one to three years prior to the Participant's normal retirement, the Participant may make additional contributions, such that the sum of normal contributions and catch-up contributions does not exceed the lesser of:
 - (i) twice the dollar amount in effect under Internal Revenue Code section 457(b)(2)(A) or
 - (ii) the sum of the maximum contribution level available to the employee plus so much of the maximum contribution level as was not previously used.

- (b) A Participant who has attained age fifty (50) before the close of the pay year may defer an amount in addition to the maximum contribution level, not to exceed the lesser of:
 - (i) the dollar amount stated by the Internal Revenue Service; or
 - (ii) compensation as defined in IRC 415(c) less any other elective deferrals for the year.

ARTICLE XV - PLAN-TO-PLAN TRANSFERS OUT OF THE PLAN

If Participant has a Severance from Employment under this Plan, and becomes employed by another Employer that sponsors a plan that accepts eligible rollover distributions under the Internal Revenue Code, including but not limited to an "eligible deferred compensation plan" under Section 457, Participant may request a transfer of his or her Account to the new Employer's plan. Such a transfer is subject to the terms and conditions of the plan receiving the funds.

ARTICLE XVI - ACCEPTANCE OF DEFERRALS FROM ANOTHER PLAN

Compensation deferred by a Participant pursuant to another eligible plan, including but not limited to plans established under sections 401(k) and 403(b) of the Internal Revenue Code, IRAs, and a governmental employer's "eligible deferred compensation plan" within the meaning of Section 457 of the Internal Revenue Code, may be accepted by this Plan. Such amounts shall be credited to the Participant's Account established pursuant to this Plan-Trust Declaration and shall be subject to all the terms and provisions of the Plan, Oregon Revised Statutes, and the Oregon Administrative Rules, as they may be amended from time to time.

ARTICLE XVII - REVOCATION

Participant may revoke participation in the Plan by providing telephonic instructions, by issuing instructions via the PERS/OSGP Internet site, or any other method that is in accordance with Plan procedures. Any revocation shall be effective only for compensation earned after the last day of the calendar month in which the revocation is submitted. Revocation of participation in the Plan will not accelerate payment of amounts deferred. Payment will occur only upon the occurrence of one of the specific events detailed in this Plan document.

ARTICLE XVIII - DOMESTIC RELATIONS ORDER

The Plan will comply with domestic relation orders as defined in IRS Private Letter Ruling 9145010, July 31, 1991, and as required under Plan provisions, Oregon law, the Internal Revenue Code, rules and regulations, as they may be amended from time to time.

ARTICLE XIX - COMPLIANCE WITH INTERNAL REVENUE CODE SECTION 457

This Plan document is intended to comply with and to be administered in a manner consistent with Section 457 of the Internal Revenue Code. The provisions of this Plan documents shall be interpreted in accordance with this intent. If requested by the Employer, the Participant agrees to cooperate in correcting any inconsistency in the administration of the Plan and Agreement under Section 457 of the Internal Revenue Code. The Plan shall be administered in accordance with Oregon law, the Internal Revenue Code, and applicable rules and regulations, as they may be amended from time to time.

ARTICLE XX - AMENDMENT OF PLAN-TRUST DECLARATION

Subject to the requirements of ORS 243.474 through 243.478, the Employer may amend this Plan-Trust Declaration at any time and without the consent of any other person. Any amendment must be in writing, and may be required if necessary to maintain compliance with Oregon law, the Internal Revenue Code, rules and regulations, as they may be amended from time to time. However, any amendment that would diminish the protection of Article II, "Account Held in Trust" is absolutely void.

NOW THEREFORE, in recognition of the premises recited above, and in consideration of the provisions stated by this Plan-Trust Declaration, and intending to be legally bound by this written Plan-Trust Declaration, the Employer as the Plan Administrator and the Plan-Trustee signed below.

Employer's Signature (Do not print)

Frank Caropelo

Printed Name

Superintendent

Title

March 18, 2025

Date

Plan Trustee's Signature (Do not print)

Michael Reyes

Printed Name

Board Chair

Title

March 18, 2025

Date



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Executive Session Action

Type: Action Item Report / Presentation

Policy: BDC: Executive Session

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Reynolds School Board met in Executive Session under ORS 192.660(2)(b) and ORS 192.660(2)(f) Legal Counsel to consider if the Board would like to hear a level III grievance appeal of a Reynolds School District employee.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board (accepts / declines) to hear the level III grievance presented in executive session.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Board Discussion and Reports

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

- A. Individual Board Member Reports or Announcements
- B. Student Board Rep Announcements
- C. Upcoming Board Meetings
 - a. Budget Committee Work Session/Training: April 3, 2025
 - b. Board Work Session: April 9, 2025
 - c. Budget Committee Meeting 1: April 17, 2025
 - d. Board Business Meeting: April 23, 2025
- D. Board Discussion

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Adjournment of Meeting

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: March 18, 2025

Connection to Strategic Plan Goal Topics:

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.