



*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**

September 24, 2025

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

- |      |   |           |
|------|---|-----------|
| I.   | <b>5:30p - Executive Session</b>  | <b>3</b>  |
|      | The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.      |           |
| II.  | <b>6:00p - Call to Order</b>  | <b>4</b>  |
|      | A. Roll Call  |           |
|      | B. Consider Approval of the September 24, 2025 Agenda   |           |
|      | C. Pledge of Allegiance   |           |
|      | D. Land Acknowledgement   | 5         |
|      | E. Mission and Vision   | 6         |
| III. | <b>6:10p - Recognition</b>  | <b>7</b>  |
|      | A. Student Recognition  |           |
|      | B. Resolutions  |           |
|      | i. Resolution 2025-2026-004: National School Lunch Week   | 8         |
|      | ii. Resolution 2025-2026-005: Indigenous Peoples' Day   | 9         |
|      | iii. Resolution 2025-2026-006: National Bullying Prevention Month   | 10        |
|      | iv. Resolution 2025-2026-007: National Principals Month   | 11        |
|      | v. Resolution 2025-2026-008: National School Custodian Recognition Day  | 12        |
|      | vi. Resolution 2025-2026-009: National Coming Out Day   | 13        |
| IV.  | <b>6:30p - Public to be Heard</b>   | <b>14</b> |
|      | 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. |           |
| V.   | <b>6:50p - Bargaining Group Updates</b>   | <b>15</b> |
| VI.  | <b>7:00p - Presentation to the Board</b>  |           |
|      | A. Update on Cell Phone Use in Schools  | 16        |
|      | B. 2024-25 Integrated Programs Annual Report  | 17        |
| VII. | <b>7:30p - Superintendent's Reports</b>   | <b>28</b> |
|      | A. Announcements/Reports  |           |

	B. Financial Report	29
	C. Enrollment Report	30
VIII.	<b>7:45p - Consent Agenda</b>	<b>32</b>
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	33
	C. RLA MYC Forest Ecology Trip to the Olympic National Forest: October 27-31, 2025	36
	D. Grant Acceptance: Comprehensive Literacy State Development Grant	42
	E. Policy Updates	81
IX.	<b>7:50p - Action Items</b>	
	A. Procurement Exemption: Design/Build	142
	B. 2025-26 Superintendent Evaluation Standards and Goals	147
X.	<b>8:00p - Board Announcements and Discussion</b>	<b>152</b>
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XI.	<b>8:15p - Adjourn</b>	<b>153</b>



*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: September 24, 2025

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**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 meet in Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel ORS 192.660(2)(d) Negotiations. 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: September 24, 2025

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**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      |   |

**Motion to Approve Agenda:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the September 24, 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: September 24, 2025

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**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       |

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**Summary / Background:**

Student Recognition: National Merit Scholar

**Resolutions:**

- Resolution 2025-2026-004: National School Lunch Week
- Resolution 2025-2026-005: Indigenous Peoples' Day
- Resolution 2025-2026-006: National Bullying Prevention Month
- Resolution 2025-2026-007: National Principals Month
- Resolution 2025-2026-008: National School Custodian Recognition Day
- Resolution 2025-2026-009: National Coming Out Day

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



**Resolution 2025-2026-004**

**Proclaiming the Celebration of National School Lunch Week**

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**WHEREAS**, in 1946, then-President Harry Truman signed the National School Lunch Act;

**WHEREAS**, the National School Lunch Program is now the largest federal child nutrition program;

**WHEREAS**, on October 9, 1962, Congress, by joint resolution, designated the week beginning the second Sunday in October each year as "National School Lunch Week;"

**WHEREAS**, October 13-17, 2025 is designated National School Lunch Week;

**WHEREAS**, approximately 30 million students nationwide are served daily meals through the National School Lunch Program;

**WHEREAS**, 95% of students nationwide are enrolled in schools participating in the National School Lunch Program;

**WHEREAS**, the National School Lunch Program is dedicated to the health and well-being of our nation's children and has served our country for more than 60 years through advanced practices and nutrition education;

**WHEREAS**, the nutrition staff across the Reynolds School District serve approximately 3,082 breakfasts and 5,583 lunches each day;

**WHEREAS**, every Reynolds School District student enrolled in our schools and charters receive breakfast and lunch at no cost under the Community Eligibility Provision (CEP) meal service through the National School Lunch Program;

**WHEREAS**, the Reynolds School District celebrates and recognizes events and activities promoting the benefits of the National School Lunch Program;

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School District publicly thanks the Nutrition Services staff and the staff at each school for providing an excellent School Nutrition program for our school district.

**BE IT FURTHER RESOLVED** that Reynolds School District Board of Education proclaims the district will celebrate National School Lunch Week from October 13-17, 2025.

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-005**

**Proclaiming the Second Monday of October as Indigenous Peoples' Day**

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**WHEREAS**, the Reynolds School Board of Education recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial; and

**WHEREAS**, the Board values the daily contributions made to our community through Indigenous Peoples' knowledge, labor, technology, science, philosophy, arts, and the deep cultural contribution that has substantially shaped our district; and

**WHEREAS**, the Board has established that each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community; and

**WHEREAS**, the Board recognizes the fact that the Reynolds School District is built upon the homelands, villages, and traditional use areas of the Multnomah and Clackamas Chinookan of this region, without whom the building of the District would not be possible; and

**WHEREAS**, The Reynolds School District ("District"), through its Equity Policy, is committed to creating welcoming and inclusive school environments and recognizing diversity and appreciation of culture, class, language, ethnicity, and other differences; and

**WHEREAS**, the District promotes closing the opportunity gap for Indigenous Peoples and eliminating the racial achievement gap and disproportionality in all aspects of education.

**WHEREAS**, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

**WHEREAS**, the Oregon American Indian/Alaska Native State Plan mandates that the public schools of our District teach about the native history, culture, contemporary lives, and governments of the Indigenous peoples of the Americas, with special emphasis on those from Oregon and across the Pacific Northwest.

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School Board of Directors proclaims every second Monday of October, as Indigenous Peoples' Day. The District shall encourage staff to utilize the second Monday in October to reflect upon the ongoing struggles of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere.

The ongoing struggles and achievement of Indigenous Peoples contribute profoundly to the culture and community of the District. The District acknowledges the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-006**

**Proclaiming the Celebration of National Bullying Prevention Month**

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**WHEREAS**, National Bullying Prevention month is a campaign in the United States founded in 2006 by PACER’s National Bullying Prevention Center. The campaign is held during the month of October and unites communities nationwide to educate and raise awareness of bullying prevention. Initially held the first week of October, the event was expanded to the entire month in 2010.

**WHEREAS**, over the last year, schools throughout the US have experienced a frightening increase in bullying and acts of hate; and

**WHEREAS**, bullying directly affects a student’s ability to learn. Students who are bullied often do not want to go to school. They often find it difficult to concentrate, show a decline in grades, and lose self-esteem, self-confidence, and self-worth; and

**WHEREAS**, bullying occurs in neighborhoods, playgrounds, schools, and online through technology; and

**WHEREAS**, various researchers have concluded that bullying is the most common form of violence, affecting millions of children and adolescents annually; and

**WHEREAS**, bullying is a community wide issue that must no longer be ignored or thought of as a rite of passage. Students, parents/caregivers, and educators all have a role in addressing bullying situations and changing school culture; and

**WHEREAS**, we affirm our commitment to a safe and affirming space by recognizing National Bullying Prevention Month;

**WHEREAS**, Reynolds School District, through its Every Student Belongs policy, is committed to creating a high quality educational experience for all students free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin;

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School Board recognizes the month of October as National Bullying Prevention Month.

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-007**

**Proclaiming the Celebration of National Principals Month**

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**WHEREAS**, the Reynolds School Board will declare the month of October 2025 as "National Principals Month" 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, to designate "National Principals Month" and resolutions thereof;

**WHEREAS**, the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

**WHEREAS**, principals are expected to be educational visionaries, instructional leaders, assessment experts, models of positive behavior, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource;

**WHEREAS**, principals will play a vital role in the successful implementation of the Every Student Succeeds Act (ESSA);

**WHEREAS**, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, set performance goals and objectives for schools to achieve educational excellence, and work with other school leaders to create spaces of safety and inclusion;

**WHEREAS**, the Reynolds School Board honors such exemplary elementary and middle level public, private, and independent school leaders committed to serving students from prekindergarten to grade eight (pre-K-8) in their profession;

**WHEREAS**, the Reynolds School Board recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession;

**WHEREAS**, to honor and recognize the contribution of all school principals at all grade levels to the success of students in Oregon elementary and secondary schools, and to encourage residents of Oregon to observe "National Principals Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in ensuring that every child has access to a high-quality education.

**NOW, THEREFORE, BE IT RESOLVED** that in honor of the service of all elementary, middle level, and high school 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 month of October 2025 is hereby designated in Oregon to be "National Principals Month."

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-008**

**Proclaiming the Celebration of National School Custodian Appreciation Day**

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**WHEREAS**, Custodians are setting a professional example of positive adult behavior, fostering positive relationships with staff and students, and showing a friendly, smiling face to light up a students' day;

**WHEREAS**, Custodians are the "eyes and ears" on the school campus, often the only person making the rounds, inside and outside the building, aware of anything or anyone out of the ordinary, assuring that doors are secure, that any hazard is eliminated, that the learning environment is safe and secure;

**WHEREAS**, Custodians work tirelessly to remove dirt, dust, allergens, and other asthma triggers, thus helping to reduce the largest cause of student absenteeism in the United States;

**WHEREAS**, Reynolds custodians work daily to clean over one million square feet;

**NOW, THEREFORE, BE IT RESOLVED**, The Reynolds School Board publicly thanks the custodial staff for their hard work and dedication to provide a healthy and safe learning environment for the students in our school district.

**BE IT FURTHER RESOLVED**, the District shall celebrate National School Custodian Appreciation Day on October 2, 2025.

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-009**

**Proclaiming the Celebration of National Coming Out Day**

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**WHEREAS**, October 11th is recognized as National Coming Out Day, and this will be the 37th celebration of the day that promotes a safe world for lesbian, gay, bisexual, transgender, questioning, two-spirit, intersex, and asexual (LGBTQ2SIA+) individuals and their allies to live truthfully and openly;

**WHEREAS**, National Coming Out Day was founded 37 years ago by Robert Eichberg and Jean O'Leary who envisioned a world where LGBTQ2SIA+ people could live truthfully and openly. They believed that honest and genuine relationships would undermine the pervasive prejudice about LGBTQ2SIA+ concerns. Thirty-seven years later, that vision still holds true;

**WHEREAS**, LGBTQ2SIA+ students who can identify an out LGBTQ2SIA+ school staff or adult ally report a dramatic increase in feeling safe overall at their school;

**WHEREAS**, almost 25% of students either have an LGBTQ2SIA+ family member or identify as LGBTQ2SIA+ themselves;

**WHEREAS**, while sexual orientation and gender-identity are protected classes in Oregon, the bullying of these two classes are among the most common forms of harassment in schools;

**WHEREAS**, the school-dropout rate for LGBTQ2SIA+ students is up to triple the national rate of non-LGBTQ2SIA+ students, due to peer harassment and bullying;

**WHEREAS**, tragically, youth identifying as LGBTQ2SIA+ are overrepresented in the populations of youth experiencing homelessness, youth who are the victims of bullying, and youth who have attempted or died as a result of suicide;

**WHEREAS**, Reynolds School District, through its Every Student Belongs policy, is committed to creating a high quality educational experience free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin;

**WHEREAS**, we strive to ensure that the District is a consistently safe and affirming space for all students and their families; and

**WHEREAS**, we affirm our commitment to a safe and affirming space by recognizing National Coming Out Day;

**NOW, THEREFORE, BE IT RESOLVED** that by recognizing October 11th as National Coming Out Day, we the Governing Board of Reynolds School District, support policies, practices and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, questioning, two-spirit, intersex, and asexual staff, students and their families.

Adopted this 24th day of September 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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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: 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: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

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**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: September 24, 2025

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**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.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Cell Phone Use Update**

Type:  Action Item  Report / Presentation

Policy: JFCEB: Personal Electronic Devices

Date: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

A work group of parents, staff, community members, and students met between December and February to discuss the use of cell phones and earbuds during the school day. The Board received recommendations from the workgroup in April and approved a policy to have all personal electronic devices “off and away” from bell to bell.

Members from the original workgroup will provide updates on how the new cell phone rule is working at their schools: Valerie Schiller and Erika Weber, RHS Teachers; Sunil Schauffler, HB Lee Teacher, and Mike Anderson, RHS Principal.

**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: Kate McLaughlin, Assistant Superintendent

**Subject: 24-25 Integrated Programs Annual Report**

Type:  Action Item  Report / Presentation

Policy: KBA: Public Records

Date: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

The Integrated Programs Annual Review is an opportunity for RSD to reflect and learn from the previous year. Presenting the Annual Review to the Board serves as an opportunity for transparency with our community regarding implementation and progress.

School districts must place this information on their websites by September 30 annually.

**Previous Board Action:**

In March of 2023, the Reynolds School District Integrated Guidance Plan and Budget was approved by the Board for submission to Oregon Department of Education (ODE).

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

# 24-25 Integrated Programs Annual Report



## Annual Response Questions

<b>AR1</b>	<b>As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</b>
	<p><b>Outcome Early Lit:</b> Increase the percentage of 3rd grade students who score on Acadience meets or exceeds grade level benchmark by 5% each year.</p> <p><b>Strategies: Early Lit 1, 3</b> We have maintained K-5 Reading Specialists at all elementary schools with a focus on foundational literacy skill development to enable academic acceleration. Additionally, we have completed Language Essentials for Teachers of Reading and Spelling (LETRS) training at all elementary sites.</p> <p>In 2024-25 the Spring 3rd grade Acadience scores for students meeting and/or exceeding increased from 33% to 41% which is an 8% gain.</p> <p><b>Outcome A:</b> In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.</p> <p><b>Strategy: A2</b> We continue to expand CTE and work-based learning opportunities for high school students. In 23-24 Reynolds High School moved forward with the lease and preparation for the CTE Cosmetology Program of Study. The instructor has been hired and curriculum purchased. Currently more than 200 students are enrolled in the program: 70% are identified as low-income, students of color, or both. Data demonstrates that 77.7% of CTE participants and 92.86% of CTE concentrators graduate within four years.</p> <p><b>Outcome C:</b> We will interrupt bias and micro aggression in instructional practices.</p> <p><b>Strategies C1, C3</b> We continue to focus on core instruction for both reading and math, with specific supports for Newcomer students. Prior to the 24-25 school year the district hired secondary reading specialists for all three middle schools and the high school for the purpose of focusing on foundational literacy skills at the secondary level. These licensed staff provide Newcomers and students with lagging skills the individualized support needed to accelerate learning.</p>

	<p>There was an 8% increase in both 6th and 7th grade All Students reading benchmark reading metrics and a 22% increase for 8th grade from 23-24 to Spring 24-25. There was an 11% increase in 6th grade, 7% increase in 7th grade, and 9% increase in 8th grade English Learner reading benchmark metrics from 23-24 to Spring 24-25.</p>
AR2	<p><b>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</b></p>
	<p>The greatest challenge that currently impacts all outcomes is the budget. Reynolds faced a \$25 million shortfall entering the 25-26 SY which required significant cuts to staffing and impacts all aspects of our system. These reductions contribute to larger class sizes and less services and resources available to all students, but particularly for our most marginalized, and/or at-risk student groups. Of great significance is the reduction of licensed ELD teaching staff to serve our linguistically diverse student population which correlates to Outcome A, C, and D. We have appreciated the support provided by ODE and anticipate an ongoing need for coaching and technical assistance as we continue to navigate reductions and changes to our systems.</p>
AR3	<p><b>2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.</b></p>
	<p>4-Year Graduation: We have consistently exceeded our annual baseline, stretch, and gap closing targets in this category by more than 7% and are on-track to meet or exceed our previously set annual goals through 2027-28.</p> <p>Activities supporting progress toward targets: The block schedule at Reynolds High School has been the catalyst for the consistent improvements in this metric as it provides students with additional credit attainment opportunities. Additionally, the expansion of CTE programs of study has increased enrollment and engagement in work based and trades credit attainment, particularly for many of our marginalized student groups.</p> <p>Shifts in strategy implementation planned for future: Continue to streamline and review the transcript review process to ensure all transfer students are awarded the correct credit earned and enrolled in the correct courses toward graduation.</p> <p>5-Year Completion: We have consistently exceeded our annual baseline, stretch, and gap closing targets in this category by more than 8% and are on-track to meet or exceed our previously set annual goals through 2027-28.</p> <p>Activities supporting progress toward targets: Summer learning and work-based learning are both key credit attainment strategies that support this measure. Offering a formal graduation ceremony at the end of summer learning is a motivating factor for students to complete remaining credits so they may walk in a graduation ceremony and celebrate with their families.</p> <p>Shifts in strategy implementation planned for future: Continue to work with partner organizations to provide support and opportunities for students as they work to complete their credits toward graduation.</p>

9th Grade On Track: We have met or exceeded our baseline and stretch goal for this category, but fell short by .5% on the gap closing goal in 23-24.

Activities supporting progress toward targets: The block schedule at Reynolds High School has been the catalyst for the consistent improvements in this metric as it provides students with additional credit attainment opportunities within their first year of high school. Additionally, The Raider Report (student grade and credit attainment report), and counseling and advisor supports provide students with regular check-ins and up to date information about their progress. The high school also uses Panorama dashboard which provides building administrators, counselors, and teachers with real-time, whole student data, on demand.

Shifts in strategy implementation planned for future: Continue to streamline and review the transcript review process to ensure all transfer students are awarded the correct credit earned and enrolled in the correct courses toward graduation.

3rd Grade ELA Proficiency: In 23-24 we fell short of our baseline and stretch goal in this category by 1.2% and 2.5%, respectively. However, we exceeded our gap closing goal that same year by 4.5%.

Activities supporting progress toward targets: ECRI has been fully implemented in grades K-2, with refocused Rtl processes relative to early literacy and foundational literacy skills.

Shifts in strategy implementation planned for future: The 25-26 school year we will be providing professional development and materials for enhanced core reading instruction in grades 3-5, as well.

Regular Attenders: We have consistently exceeded our annual baseline, stretch, and gap closing targets by over 4% in this category and are on track to meet or exceed our previously set annual goals through 2027-28.

Activities supporting progress toward targets: Fully understanding the root causes of absences through empathy interviews with our students and families has been an important strategy in addressing chronic absenteeism. Our focus on well-rounded educational opportunities that include PE, Music, and Art (K-12) and athletics (6-12) provide students with a variety of high engagement activities that encourage regular attendance.

# 24-25 Integrated Programs Annual Report



## Progress Monitoring

Marker Identifier	Progress Marker	2024-25 Q1 Progress (7/1/24-9/30/24)	2024-25 Q2 Progress (10/1/24-12/31/24)	24-25 Q3/Q4 Progress (1/1/25-6/30/25)
<b>Start to See: Early signs of progress (3-6 months)</b>				
<b>PM1</b>	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	No observable change	Medium
<b>PM2</b>	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	No observable change	Medium
<b>PM3</b>	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Medium	No observable change	Medium
<b>PM4</b>	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to	High	No observable change	High

	support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.			
<b>Gaining Traction: Intermediate Changes (6-18 months)</b>				
<b>PM5</b>	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Low	No observable change	Medium
<b>PM6</b>	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	No observable change	Medium
<b>PM7</b>	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Low	No observable change	Low

<b>PM8</b>	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	No observable change	Medium
<b>PM9</b>	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	No observable change	Medium
<b>PM10</b>	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	No observable change	Medium

**Profound Progress: Substantial and Significant Changes (18 months+)**

<b>PM11</b>	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Medium	No observable change	High
<b>PM12</b>	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	No observable change	Medium
<b>PM13</b>	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Medium	No observable change	Medium

<b>PM14</b>	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Low	No observable change	Low
<b>PM15</b>	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Medium	No observable change	Medium
<b>Overall Reflection: Narrative Response</b>				
<b>OR1</b>	Please share any highlights that provide additional context about the changes you have noted in your progress marker ratings above	<b>PM3</b> Elementary Schools are implementing Core Review Meetings in Reading. Grade level teams are looking at benchmarking data 3 times a year and analyzing the most foundational skills students at that grade level need	<b>PM6</b> Two new CTE Programs of Study started this fall as a direct result of student input and interest: Cosmetology and Business Management. Cosmetology is so requested that we will be expanding the program for next year, as well	<b>PM5</b>

		<p>strengthened. Then teams determine how to provide increased opportunities for students to practice those skills during the core instructional day.</p> <p>PM8 At the elementary level, we are no longer using Lexia online reading program, as the hurdles to use it with fidelity and appropriate teacher monitoring were too high. Our students need whole group, core instruction with opportunities to engagement, discourse, practice and frequent feedback. Daily instructional minutes are too precious to have students on screens.</p> <p>PM9 An audit of international transcripts was conducted for every high school student this fall.</p> <p>PM10 Principals were trained to deliver professional learning to their teachers on sheltered instruction strategies and routines to increase student talk and discourse. All schools have a</p>	<p>as looking for off-site property for the expansion.</p> <p>PM7 Principals are participating in Instructional Rounds specifically during foundational skills and support the core time in reading. Principals are embracing their roles as Instructional Leaders. Professional Learning at monthly Principal meetings are based on instructional strategies and routines to see in every classroom.</p> <p>PM8 We are starting our first cohort of ECRI Experts who will be "certified" by our Curriculum Coordinator as exemplary teachers of ECRI and can be used as models for Principals, other teachers and specialists. The intention is to grow another cohort for this spring.</p> <p>PM9 Additional Language Support staff have been hired this fall to act as interpreters for multilingual learners/newcomers in high school core academic classes</p>	
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		<p>culture and climate goal in their SIP.</p> <p>PM13 We dropped some testing measures this year at elementary to avoid testing fatigue, reclaim instructional minutes and be able to focus on data literacy with our primary assessments and formative data.</p>	<p>to allow them to not just access content but also provide a support person as they transition to our schools.</p>	
<b>OR2</b>	<p>Please share other changes you've observed outside of the progress markers; for example, any observable changes made toward your outcomes when or if they don't correspond to the progress markers.</p>	<p>We settled our collective bargaining agreement with teachers.</p>	<p>Acadience winter benchmark growth is the strongest is has ever been at grades K and 1. All schools had an increase over their fall proficiency levels, with some schools increasing proficiency percentages by 20% or more. This is truly an area of celebration and attests to the hard work our teachers have given foundational skill instruction and fidelity to ECRI.</p>	
<b>OR3</b>	<p>Please share any lessons learned, constructive or critical, over this quarter, including anything surprising that has occurred that might be valuable for other leaders in your region or state leaders to understand.</p>	<p>The progress markers are very dense and it is hard to grow from one level to another in all areas of a marker. We might have made progress on one part, but not the rest.</p>	<p>The new WorkApp is easier to navigate.</p>	



*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: September 24, 2025

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**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       |

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**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 – Frank Caropelo

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

**General Fund | 2025–2026 Financial Summary by Object and Function**

For the Period Ending August 31, 2025

				1	2	3	4 (=2 + 3)	5 (=4 - 1)	
RESOURCES	2022–2023	2023–2024	2024–2025	FY26	FY26	% of	Add: Revenue	FY26	Budget to Forecast
	Actual	Actual	Unaudited	Adopted Budget	YTD Actuals	Budget	Projections	Forecasted Balance	Variance Fav / (Unfav)
<b>Operating Revenues</b>									
State School Fund	\$ 96,170,190	\$ 102,950,821	\$ 108,665,252	\$ 115,285,455	\$ 29,002,068	25.2%	\$ 86,656,205	\$ 115,658,273	\$ 372,818
Other State School Fund	32,806,224	33,875,384	35,275,366	41,706,943	81,266	0.2%	34,873,786	34,955,052	(6,751,891)
<b>State School Fund Formula</b>	<b>128,976,414</b>	<b>136,826,205</b>	<b>143,940,618</b>	<b>156,992,398</b>	<b>29,083,334</b>	<b>18.5%</b>	<b>121,529,991</b>	<b>150,613,325</b>	<b>(6,379,073)</b>
Local Sources	3,022,599	3,048,772	4,151,833	2,699,000	341,453	12.7%	\$ 2,357,546.72	2,699,000	-
Intermediate Sources	700,000	1,999,997	1,000,000	3,000,000	-	0.0%	\$ 3,000,000.00	3,000,000	-
State Sources	2,590,394	856,066	1,772,920	2,000,000	-	0.0%	\$ 2,000,000.00	2,000,000	-
Federal Sources	42,995	288,395	135,579	55,000	-	0.0%	\$ 55,000.00	55,000	-
Other Sources	155,626	-	-	85,000	-	0.0%	\$ 85,000.00	85,000	-
<b>All Other Sources</b>	<b>6,511,613</b>	<b>6,193,230</b>	<b>7,060,333</b>	<b>7,839,000</b>	<b>341,453</b>	<b>4.4%</b>	<b>7,497,547</b>	<b>7,839,000</b>	<b>-</b>
<b>Total Operating Revenues</b>	<b>\$ 135,488,027</b>	<b>\$ 143,019,434</b>	<b>\$ 151,000,951</b>	<b>\$ 164,831,398</b>	<b>\$ 29,424,787</b>	<b>17.9%</b>	<b>\$ 129,027,538</b>	<b>\$ 158,452,325</b>	<b>\$ (6,379,073)</b>
Beginning Fund Balance	37,766,147	26,681,850	20,618,328	10,000,000	9,500,371	95.0%		9,500,371	(499,629)
<b>TOTAL RESOURCES</b>	<b>\$ 173,254,174</b>	<b>\$ 169,701,284</b>	<b>\$ 171,619,279</b>	<b>\$ 174,831,398</b>	<b>\$ 38,925,159</b>	<b>22.3%</b>	<b>\$ 129,027,538</b>	<b>\$ 167,952,696</b>	<b>\$ (6,878,702)</b>
<b>REQUIREMENTS BY OBJECT</b>									
<b>Operating Expenditures</b>									
	By Object								
Salaries	\$ 70,161,704	\$ 75,362,331	\$ 78,479,701	\$ 78,247,819	\$ 2,896,124	3.7%	\$ 73,554,149	\$ 76,450,273	\$ 1,797,546
Associated Payroll Costs	34,264,947	37,544,405	41,224,185	47,977,676	1,731,583	3.6%	42,915,614	44,647,197	3,330,479
Purchased Services	27,991,765	26,832,809	34,249,264	32,581,873	4,716,991	14.5%	26,292,046	31,009,037	1,572,836
Supplies and Materials	8,434,821	4,360,608	4,448,331	4,664,277	489,567	10.5%	2,638,252	3,127,819	1,536,458
Capital Outlay	1,297,508	1,161,753	388,089	155,000	47,642	30.7%	26,833	74,475	80,525
Other Objects	1,719,446	1,993,596	1,881,401	1,697,280	1,618,995	95.4%	245,367	1,864,362	(167,082)
Transfers	2,702,133	1,827,455	1,447,937	1,050,000	-	0.0%	1,050,000	1,050,000	-
<b>Total Operating Expenditures</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,118,908</b>	<b>\$ 166,373,925</b>	<b>\$ 11,500,903</b>	<b>6.9%</b>	<b>\$ 146,722,261</b>	<b>\$ 158,223,164</b>	<b>\$ 8,150,761</b>
Contingencies									-
Unappropriated Ending Fund Balance				8,457,473		0.00%			8,457,473
<b>TOTAL REQUIREMENTS</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,118,908</b>	<b>\$ 174,831,398</b>	<b>\$ 11,500,903</b>	<b>6.58%</b>	<b>\$ 146,722,261</b>	<b>\$ 158,223,164</b>	<b>\$ 16,608,234</b>
<b>Ending Fund Balance</b>	<b>\$ 26,681,850</b>	<b>\$ 20,618,328</b>	<b>\$ 9,500,371</b>					<b>\$ 9,729,533</b>	
<b>REQUIREMENTS BY FUNCTION</b>									
<b>Operating Expenditures</b>									
	By Function								
Instruction	\$ 75,949,684	\$ 86,050,468	\$ 98,646,024	\$ 101,002,292	\$ 4,160,993	4.1%	\$ 96,358,979	\$ 100,519,972	\$ 482,321
Support Services	47,568,680	57,463,767	61,586,981	63,830,294	7,134,798	11.2%	49,097,342	56,232,140	7,598,154
Enterprise and Community Services	164,321	155,960	237,966	291,339	5,111	1.8%	215,940	221,051	70,288
Facilities Acquisition and Construction	-	-	-	200,000	200,000	100.0%		200,000	-
Other Uses	1,963,350	2,902,130	1,647,937	1,050,000	-	0.0%	1,050,000	1,050,000	-
<b>Total Operating Expenditures</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 162,118,908</b>	<b>\$ 166,373,925</b>	<b>\$ 11,500,902</b>	<b>6.9%</b>	<b>\$ 146,722,261</b>	<b>\$ 158,223,163</b>	<b>\$ 8,150,763</b>
Contingencies									-
Unappropriated Ending Fund Balance				8,457,473		0.0%			8,457,473
<b>TOTAL REQUIREMENTS</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 162,118,908</b>	<b>\$ 174,831,398</b>	<b>\$ 11,500,902</b>	<b>6.6%</b>	<b>\$ 146,722,261</b>	<b>\$ 158,223,163</b>	<b>\$ 16,608,236</b>
<b>Ending Fund Balance</b>	<b>\$ 47,608,139</b>	<b>\$ 23,128,960</b>	<b>\$ 9,500,371</b>					<b>\$ 9,729,533</b>	
<b>Ending Fund Balance % of Revenue</b>	<b>27.48%</b>	<b>13.63%</b>	<b>5.54%</b>					<b>5.79%</b>	

# Enrollment Report as of September 15, 2025

	Actual	Projected	Difference
Elementary Total	3844	3807	37
Middle School Total	1944	1983	-39
High School Total	2723	2599	124
<b>Reynolds Total</b>	<b>8,511</b>	<b>8,389</b>	<b>122</b>
Charter Total	1,256		
<b>Total Reynolds and Charters:</b>	<b>9,767</b>		

Elementary Enrollment By Grade Level and Class										
School	K	1st	2nd	3rd	4th	5th		Total	Last Year vs This Year	
Alder	30	14	24	18	28	30				
		17	5	21	12	14				
Dual Language	22	23	20	22	25	18				
<b>Total</b>	<b>52</b>	<b>54</b>	<b>49</b>	<b>61</b>	<b>65</b>	<b>62</b>		<b>343</b>	Sept 2024	Change
<b># of Classes</b>	2	2.5	2.5	3	2.5	2.5		<b>15</b>	349	-6
<b>Average Class Size</b>	26.00	21.60	19.60	20.33	26.00	24.80		<b>22.87</b>		
Davis	28	19	23	23	32	30				
		18	20	22	35	32				
Dual Language (K)	19	20	21	24						
<b>Total</b>	<b>47</b>	<b>57</b>	<b>64</b>	<b>69</b>	<b>67</b>	<b>62</b>		<b>366</b>	Sept 2024	Change
<b># of Classes</b>	2	3	3	3	2	2		<b>15</b>	301	65
<b>Average Class Size</b>	23.50	19.00	21.33	23.00	33.50	31.00		<b>24.40</b>		
Fairview	22	19	23	24	24	27				
		21	18	23	24	26				
STEP	1	4	5	6						
<b>Total</b>	<b>44</b>	<b>41</b>	<b>51</b>	<b>54</b>	<b>48</b>	<b>53</b>		<b>291</b>	Sept 2024	Change
<b># of Classes</b>	2	2	2	2	2	2		<b>12</b>	298	-7
<b>Average Class Size</b>	22.00	20.50	25.50	27.00	24.00	26.50		<b>24.25</b>		
Glenfair	23	20	21	22	27	33				
		23	19	24	21	27	34			
		23	20	23	21	26				
<b>Total</b>	<b>69</b>	<b>59</b>	<b>68</b>	<b>64</b>	<b>80</b>	<b>67</b>		<b>407</b>	Sept 2024	Change
<b># of Classes</b>	3	3	3	3	3	2		<b>17</b>	488	-81
<b>Average Class Size</b>	23.00	19.67	22.67	21.33	26.67	33.50		<b>23.94</b>		
Hartley	20	25	20	27	30	32				
		21	24	20	28	31	32			
			21							
<b>Total</b>	<b>41</b>	<b>49</b>	<b>61</b>	<b>55</b>	<b>61</b>	<b>64</b>		<b>331</b>	Sept 2024	Change
<b># of Classes</b>	2	2	3	2	2	2		<b>13</b>	315	16
<b>Average Class Size</b>	20.50	24.50	20.33	27.50	30.50	32.00		<b>25.46</b>		
Margaret Scott	27	27	28	24	23	32				
		26	27	26	24	23	31			
		12	13	12	13					
<b>Total</b>	<b>53</b>	<b>66</b>	<b>67</b>	<b>60</b>	<b>59</b>	<b>63</b>		<b>368</b>	Sept 2024	Change
<b># of Classes</b>	2	2.5	2.5	2.5	2.5	2		<b>14</b>	361	7
<b>Average Class Size</b>	26.50	26.40	26.80	24.00	23.60	31.50		<b>26.29</b>		

Salish Ponds	22	25	20	27	23	30			Sept 2024	Change
	21	27	20	28	24	30				
<b>Total</b>	<b>43</b>	<b>52</b>	<b>40</b>	<b>55</b>	<b>47</b>	<b>60</b>		<b>297</b>	334	-37
<b># of Classes</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>12</b>		
<b>Average Class Size</b>	<b>21.50</b>	<b>26.00</b>	<b>20.00</b>	<b>27.50</b>	<b>23.50</b>	<b>30.00</b>		<b>24.75</b>		
Sweetbriar	18	19	26	21	15	13			Sept 2024	Change
	18	21	25	19	13	14				
					15	13				
<b>Total</b>	<b>36</b>	<b>40</b>	<b>51</b>	<b>40</b>	<b>43</b>	<b>40</b>		<b>250</b>	261	-11
<b># of Classes</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>2.5</b>		<b>13</b>		
<b>Average Class Size</b>	<b>18.00</b>	<b>20.00</b>	<b>25.50</b>	<b>20.00</b>	<b>17.20</b>	<b>16.00</b>		<b>19.23</b>		
Troutdale	26	26	19	28	33	29			Sept 2024	Change
	26	25	20	29	34	28				
Life Skills	1	8	3	2	6	5				
<b>Total</b>	<b>53</b>	<b>59</b>	<b>64</b>	<b>59</b>	<b>73</b>	<b>62</b>		<b>370</b>	359	11
<b># of Classes</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>13</b>		
<b>Average Class Size</b>	<b>26.50</b>	<b>29.50</b>	<b>21.33</b>	<b>29.50</b>	<b>36.50</b>	<b>31.00</b>		<b>28.46</b>		
Wilkes	18	23	22	20	27	22			Sept 2024	Change
	20	24	22	19	26	22				
	23	22	23	20	23	24				
Life Skills		3	5	4	2	4				
<b>Total</b>	<b>61</b>	<b>92</b>	<b>72</b>	<b>63</b>	<b>78</b>	<b>72</b>		<b>438</b>	460	-22
<b># of Classes</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>		<b>19</b>		
<b>Average Class Size</b>	<b>20.33</b>	<b>23.00</b>	<b>24.00</b>	<b>21.00</b>	<b>26.00</b>	<b>24.00</b>		<b>23.05</b>		
Woodland	21	22	21	31	32	26			Sept 2024	Change
	21	23	21	29	29	28				
		21	22							
Life Skills	2	11	4	7	7	5				
<b>Total</b>	<b>44</b>	<b>77</b>	<b>68</b>	<b>67</b>	<b>68</b>	<b>59</b>		<b>383</b>	378	5
<b># of Classes</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>14</b>		
<b>Average Class Size</b>	<b>22.00</b>	<b>25.67</b>	<b>22.67</b>	<b>33.50</b>	<b>34.00</b>	<b>29.50</b>		<b>27.36</b>		
<b>Elementary Total</b>	<b>543</b>	<b>646</b>	<b>655</b>	<b>647</b>	<b>689</b>	<b>664</b>		<b>3844</b>	3904	-60
<b>Total # of Classes</b>	<b>24.00</b>	<b>28.00</b>	<b>29.00</b>	<b>26.50</b>	<b>25.50</b>	<b>24.00</b>		<b>157.00</b>		
<b>Total Average Class Size</b>	<b>22.63</b>	<b>23.07</b>	<b>22.59</b>	<b>24.42</b>	<b>27.02</b>	<b>27.67</b>		<b>24.48</b>		

### Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Sept 2024	Change
HB Lee MS	185	218	208					611	725	-114
Reynolds MS	289	279	259					827	732	95
Walt Morey MS	172	177	157					506	526	-20
RHS + Middle College				708	661	584	562	2515	2438	77
RLA					27	46	135	208	199	9
<b>Secondary Total</b>	<b>646</b>	<b>674</b>	<b>624</b>	<b>708</b>	<b>688</b>	<b>630</b>	<b>697</b>	<b>4667</b>	4620	47

### Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total	Sept 2024	Change
Arthur Academy	30	32	26	31	28	26		173	168	5
HOLLA	20	20	19	20	21	21		121	109	12
MLA	44	48	48	48	48	46	278	560	555	5
Rockwood Prep	77	78	68	65	64	50		402	400	2
<b>Charter Total</b>	<b>171</b>	<b>178</b>	<b>161</b>	<b>164</b>	<b>161</b>	<b>143</b>	<b>278</b>	<b>1256</b>	1232	24



*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: September 24, 2025

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**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. RLA MYC Forest Ecology Trip to the Olympic National Forest: October 27-31, 2025
- D. Grant Acceptance: Comprehensive Literacy State Development Grant
- E. Policy Updates

**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**

August 27, 2025

6:30 PM

Building I, Edgefield Campus

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

**Absent:** Francisco Ibarra.

**I. 5:00p - Executive Session**

The Reynolds School Board and the Superintendent will meet in Executive Session at 5:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Grievance Hearing, and ORS 192.660(2)(d) Negotiations.

**II. 6:30p - Call to Order**

- Chair Michael Reyes called the August 27, 2025 Business Meeting to order at 6:30p.

**A. Roll Call**

**B. Consider Approval of the August 27, 2025 Agenda**

I move that the Board approve the August 27, 2025 agenda as presented. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

**C. Pledge of Allegiance**

**D. Land Acknowledgement**

- Read into the record by Director Aaron Muñoz.

**E. Mission and Vision**

- Read into the record by Chair Michael Reyes.

**III. 6:40p - Executive Session Action**

I move that the Board uphold the level II grievance findings for the appeal heard in executive session. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

**IV. 6:45p - Recognition**

**A. Resolution 2025-2026-002 National Hispanic and Latino Heritage Month**

- Read into the record by Director Ana Gonzalez Muñoz.

**V. 6:50p - 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. 7:00p - Presentation to the Board**

**A. Supplemental Transportation Plan**

- This only shows *changes* to the supplemental plan.
- Includes areas with safety concerns previously discussed.

**VII. 7:15p - Superintendent's Reports**

**A. Announcements/Reports**

**B. Financial Report**

**VIII. 7:30p - Consent Agenda**

I move that the Board approve all Consent Agenda items as presented. This motion, made by Patty Carrera and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

**A. Approval of Personnel Order**

**B. Approval of Prior Meeting Minutes**

**C. Intergovernmental Agreement with Portland Public Schools for Columbia Regional Autism Services**

**D. Intergovernmental Agreement with Portland Public Schools for Columbia Regional Deaf and Hard of Hearing Classrooms**

**E. Authorization to Spend: Nutrition Services**

**F. Acceptance of National Education Association Foundation Grant**

**IX. 7:35p - Action Items**

**A. MOU with REA and OSEA on Furlough Days**

I move that the Board approve the Memorandum of Understanding of Unpaid Furlough Days between Reynolds School District, Reynolds Education Association, and Oregon School Employees Association. This motion, made by Patty Carrera and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

**B. Supplemental Transportation Plan**

I move that the Board approve the updated Reynolds School District Supplemental Walk Zone Plan as presented. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

**C. Construction Excise Tax Rate**

I move that the Board approve Resolution 2025-2026-003 Construction Excise Tax Limit and authorize the district to amend the existing IGAs with the cities of Fairview, Gresham, Troutdale, and Wood Village. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

**X. 7:45p - Board Announcements and Discussion**

**A. Individual Board Members - Announcements and Reports**

**B. Upcoming Board Meetings**

**XI. 8:00p - Adjourn**

- Chair Michael Reyes adjourned the August 27, 2025 meeting at 7:36p.



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**Reynolds School District  
Board of Education Work Session  
Meeting Minutes**

September 10, 2025

6:00 PM

Building I, Edgefield Campus

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

**I. 5:30p - Executive Session**

The Reynolds School Board and the Superintendent will meet in Executive Session at 5:30p under ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.

**II. 6:00p - Call to Order**

- Vice Chair Joyce Rosenau called the September 10, 2025 Work Session to order at 6:21p.

**A. Roll Call**

**B. Land Acknowledgement**

- Read into the record by Director Aaron Muñoz.

**III. 6:10p - Policy Updates: First Reading**

- BHD: Remove language about board stipends, bring back with reimbursement changes only.
- BCF and CEA: Accepted.
- DD: Accepted. Request to keep the board informed of any grants received.
- GCBD/GDBD: Add link to ODE list of disqualifying crimes.
- IF: Accepted.
- IGBAB/JO-AR: Add definition of ORS in subsection O
- IGBHD: Accepted.
- IIA-AR(3): Committee makes a recommendation. Superintendent of designee makes decision. Board will hear appeals.
- IKF: Why does the section on extended diplomas talk about certificates of attendance?
- JHCA/JHCB: Accepted.
- JOA: Accepted.
- LBEA: All online charters notify us when a student from our district enrolls. This allows us to track the 3% threshold.
- IICA-AR: How many field trips return after 10p? What about after midnight? Is travel insurance required? Do parent permission slips need to be mentioned.

**IV. 7:00p - Adjourn**

- Vice Chair Joyce Rosenau adjourned the September 10, 2025 Work Session at 7:39p.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: MYC Forest Ecology Trip**

Type:  Action Item       Report / Presentation

Policy: IICA-AR: Field Trips and Special Events

Date: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

The Multnomah Youth Cooperative (MYC) program at RLA (Reynolds Learning Academy) will take a five-day trip to the Nature Bridge education program at Olympic National Forest. This unique opportunity will allow students to learn about forest ecology, old growth habitats, Pacific Northwest cultural history, and watershed science. We will learn about the PNW tribal history and land practices while we participate in a stewardship project along the Elwah River. We will have team building activities, discuss upcoming projects, and set goals. There will be two MYC Staff and 12 MYC Students on this trip.

**Previous Board Action:**

The Board is responsible for approving all field trips more than 150 miles from the district or involving overnight stays.

**Financial Implications:**

The estimated cost of this trip is \$6850. This includes lodging, meals, transportation, educational materials, and instruction. This trip will be funded through OYC/HECC Grant funds secured by MYC staff.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RLA MYC forest ecology trip to the Olympic National Forest 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: MYC (Multnomah Youth Cooperative) School: RLA

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: August 29, 2025 Date(s) of Activity: 10/27/25-10/31/25

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.)  
Please accept this proposal for a MYC Forest Ecology education trip to the Nature Bridge Education Center in Port Townsend, Washington from October 27-31, 2025. The Multnomah Youth Cooperative (MYC) program at RLA (Reynolds Learning Academy) will take a five-day trip to the Olympic National Forest; we will stay four nights at the Rosemary Inn in the Olympic National Forest. This unique opportunity will allow students to learn about forest ecology, old growth habitats, Pacific Northwest cultural history and watershed science. We will learn about career, educational and volunteer pathways and have a Q&A session with professionals in the field. Students will participate in educational opportunities through hands-on experience and broadened community exposure. We will have team building activities, discuss upcoming projects, and set individual and group goals.
2. List staff member(s) responsible for students. List all other supervisors on trip.  
Rose Sandy-MYC Program Coordinator, Max Kreiger-MYC Crew Leader
3. School equipment to be used:  
Activity Vans 202 & 212
4. Lodging:  
Olympic National Forest, Rosemary Inn Lodge
5. Will Student Travel Insurance be obtained?  Yes  No
6. Estimated number of students: 12 Number of supervisors: 2
7. Parent permission slip on file:  Yes  No
8. Person or persons initiating request: Rose Sandy, MYC Coordinator Date: 08/29/25
9. Principal approval: Stacy Talus Date: 08/29/25

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.

### **Nature Bridge, Olympic National Forest**

#### **Monday 10/20/25**

9:55 Arrive at RLA-MYC Crew Room  
10:45 Load Gear  
11:00 Begin drive to Nature Bridge  
**12:30 Lunch stop**  
**1:00 Continue drive**  
**4:00 Arrive at Nature Bridge-Orientation, check-in**  
**5:30 Dinner**  
**6:30 Evening Group Programming**  
**8:30 Evening clean-up**  
**9:00 Prepare for bed**  
**9:30 Lights out**

#### **Tuesday 10/21/25**

7:00 Wake-up  
8:00 Breakfast  
9:00 Old Growth Forest Ecology  
**12:00 Lunch on trail**  
**12:30 Continue Field Study**  
**3:45 Arrive back to Lodge**  
**4:00 Quiet time in Lodge**  
**5:30 Dinner**  
**6:30 Evening Group Programming**  
**8:30 Evening clean-up**  
**9:00 Prepare for bed**  
**9:30 Lights out**

#### **Wednesday 10/22/25**

7:00 Wake-up  
8:00 Breakfast  
9:00 Cultural and History of PNW  
**12:00 Lunch on trail**  
**12:30 Continue Field Study**  
**3:45 Arrive back to Lodge**  
**4:00 Quiet time in Lodge**  
**5:30 Dinner**  
**6:30 Evening Group Programming**  
**8:30 Evening clean-up**  
**9:00 Prepare for bed**  
**9:30 Lights out**

## Reynolds School District

### Thursday 10/23/25

7:00 Wake-up  
8:00 Breakfast  
9:00 Elwah River Restoration  
**12:00 Lunch on trail**  
**12:30 Continue Field Study**  
**3:45 Arrive back to Lodge**  
**4:00 Quiet time in Lodge**  
**5:30 Dinner**  
**6:30 Evening Group Programming**  
**8:30 Evening clean-up**  
**9:00 Prepare for bed**  
**9:30 Lights out**

### Friday 10/24/25

7:00 Wake-up  
8:00 Breakfast  
9:00 Clean Lodge and pack  
9:45 Closing Circle  
10:00 Load Gear  
10:20 Begin drive to RLA  
**12:30 Lunch stop**  
**1:00 Continue drive**  
**3:00 Arrive at RLA, unload, clean bus,**  
**3:45 Go 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?

The Multnomah Youth Cooperative will take a five-day, four-night trip to the Olympic National Forest. They will complete a service project along the Elwha River, learn about PNW Cultural History, Forest Ecology, Old Growth Ecosystems, and Watershed systems. Students will receive educational opportunities through hands-on experience and broadened community exposure. We will be drawing connections between the projects we will be working on throughout the year and what we are studying, discussing human impact, land management practices, renewable energy and potential career opportunities.

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

We will lodge in the historic Rosemary Inn lodge in the Olympic National Forest where students will be surrounded in cultural history, immersed in a temperate rain, and in the wilderness as a formal classroom. They will receive instruction using the outdoors as a lab to learn about biodiversity, human impact, key environmental indicators. We will also take interpretive hikes and have the

## Reynolds School District

opportunity to learn about mosses, lichens, and liverworts, nature journaling and old growth forest ecology.

This trip meets all requirements for the MYC program objectives in co-curricular activities, goal setting, team building and the importance of reaching accomplishments and achievements. Students will receive educational opportunities through hands-on experience and broadened community exposure. We will be reflecting on the projects we work on throughout the year, discussing human impact, land management practices and potential career opportunities.

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

This trip is part of the CTE curriculum associated with the Multnomah Youth Program.

5. Estimated cost of trip \$ 6850.00 (lodging and food for 14, supplies, instruction, and mileage). Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)  
This trip is funded through the MYC HECC/OYC Grant funds.

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type10/20 license will be required for drivers (see Policy EEAE).  
MYC Program staff, Max Kreiger and Rose Sandy will drive RSD Activity Vans 202 & 212: both staff have valid Type 20 ODE Activity Driver license.

7. Describe supervision plans to ensure maximum safety for students.  
All students will adhere to the following guidelines and conditions while on the trip. MYC Staff will supervise students during all activities to ensure maximum safety for students. We have created a schedule of activities and will review activity expectations before each activity so students are aware of where they should be, what they are doing and times for starting and stopping each activity.

- Standard Reynolds School District rules and regulations will be enforced and followed. Appropriate disciplinary action will be taken if students are found to be in violation of any of these or MYC's expectations and staff will notify RLA Administrators of any issues as they arise.
- Staff will carry cell phones, these numbers have been made available to Stacy Talus and Garrett Jellesma in case we need to be contacted, as well as Nature Bridge main phone numbers and email contact.



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

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Grant Acceptance: Comprehensive Literacy State Development Grant**

Type:  Action Item       Report / Presentation

Policy: DD: Grant Funding Proposals and Applications

Date: September 24, 2025

**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

The purpose of the Oregon Comprehensive Literacy State Development (CLSD) grant is to provide funds to support school districts in improving the oral language skills of early learners, increasing readiness for school, strengthening school alignment and transitions between grade levels, improving reading and writing instruction, and improving student literacy outcomes.

The CLSD project is designed to ensure robust alignment and coherence amongst literacy initiatives, while expanding and deepening the capacity of districts and schools to support the most underserved students. CLSD grants will fill gaps in current literacy initiatives, specifically through providing funding for Evidence-based strategies from birth through 12th grade.

**Previous Board Action:**

The Board is responsible for approving the acceptance of all grants.

**Financial Implications:**

This grant awards a total of \$455,341.01. The CLSD grant envisions that funds will be available for an additional four school years, pending Federal appropriations.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the acceptance of the Comprehensive Literacy State Development grant as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# STATE OF OREGON GRANT AGREEMENT

Grant No. 38541

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and Reynolds School District #7 (“Grantee”), each a “Party” and, together, the “Parties”.

## SECTION 1: AUTHORITY

Pursuant to Sections 2221-2225 and 2301 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

## SECTION 2: PURPOSE

The purpose of the competitive Oregon Comprehensive Literacy State Development (CLSD) grant is to provide funds to support public school districts in improving the oral language skills of early learners, increasing readiness for school, strengthening school alignment and transitions between grade levels, improving reading and writing instruction, and improving student literacy outcomes.

Agency designed its CLSD project to ensure explicit and robust alignment and coherence amongst literacy initiatives, while expanding and deepening the capacity of districts and schools to support the most underserved students. Competitive CLSD grants will fill gaps in current literacy initiatives, specifically through providing funding for Evidence-based strategies from birth through 12th grade.

## SECTION 3: EFFECTIVE DATE AND DURATION

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

## SECTION 4: GRANT MANAGERS

Agency’s Grant Manager is:

Carolina Reyes  
255 Capital St NE,  
Salem, OR 97310  
Phone: 971-208-4397  
carolina.reyes@ode.oregon.gov

Grantee’s Grant Manager is:

Kate McLaughlin  
1204 NE 201st Ave  
Fariview, OR 97024  
Phone: 503-661-7200  
KMclaughlin@rsd7.net

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

## SECTION 5: PROJECT ACTIVITIES

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

## SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$455,341.01 (“Grant Funds”) for the Project as identified in the table below Agency will pay the Grant Funds from Federal monies available through the U.S. Department of Education Elementary and Secondary Education Act (ESEA) (“Funding Source”).

<b>Fiscal Year</b>	<b>ESEA Federal Funds</b>
07/01/2025 – 09/30/2025	\$455,341.01
10/01/2025 – 09/30/2026	TBD
10/01/2026 – 09/30/2027	TBD
10/01/2027 – 09/30/2028	TBD
10/01/2028 – 09/30/2029	TBD
<b>Maximum Amount</b>	\$455,341.01

Subject to Agency’s receipt of adequate funding, appropriations, limitations, allotments, or other expenditure authority, Agency may authorize Grantee to carry over unexpended funds to a subsequent Fiscal Year. A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

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

**7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
- 7.2.2 No default as described in Section 15 has occurred; and
- 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

**7.3 No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

**7.4 Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

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

## **SECTION 8: REPRESENTATIONS AND WARRANTIES**

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

- 8.1.1 Grantee is a school district duly organized and validly existing;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
- 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

**8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

**8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## SECTION 9: OWNERSHIP

**9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

**9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.

**9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

## SECTION 10: CONFIDENTIAL INFORMATION

**10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).

- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit B.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit B or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit B, or (iii) a combination of any or all of the foregoing.

## **SECTION 13: GOVERNING LAW, JURISDICTION**

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

## **SECTION 14: ALTERNATIVE DISPUTE RESOLUTION**

**14.1** The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

## **SECTION 15: DEFAULT**

**15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

- 15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
- 15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
- 15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee’s expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee’s sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## SECTION 17: WITHHOLDING FUNDS, RECOVERY

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

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

## SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

**18.2 By Agency.** Agency may terminate this Grant as follows:

- 18.2.1 At Agency’s discretion, upon 30 days advance written notice to Grantee;
- 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
- 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
- 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

**18.3 By Grantee.** Grantee may terminate this Grant as follows:

- 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
- 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

**18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## **SECTION 19: MISCELLANEOUS**

**19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

**19.2 Nonappropriation.** Agency’s obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.

- 19.12 Time of the Essence.** Time is of the essence in Grantee’s performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee’s performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as “Records.” Grantee acknowledges and agrees Agency and the Oregon Secretary of State’s Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:
- This Grant less all exhibits
  - Exhibit C (Federal Terms and Conditions)
  - Exhibit A (the “Project”)
  - Exhibit B (Insurance)
  - Exhibit D (Federal Award Identification)
- 19.16 Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

**Remainder of this page intentionally left blank.**

## SECTION 20: SIGNATURES

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

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

### STATE OF OREGON acting by and through its Department of Education

By: \_\_\_\_\_  
Jennifer Huston, Sr. Contracting Officer

\_\_\_\_\_  
Date

### Reynolds School District #7

By: \_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Federal Tax ID Number

### Approved for Legal Sufficiency in accordance with ORS 291.047

By: Via Email  
Nina Englander, Assistant Attorney General

August 29, 2025  
Date

# EXHIBIT A

## THE PROJECT

### SECTION 1: BACKGROUND AND GOALS

CLSD emphasizes advancing literacy skills—including pre-literacy, reading, and writing—with a particular focus on serving children experiencing poverty. Oregon’s CLSD grant prioritizes our most underserved children in our highest-need schools to accelerate literacy outcomes.

The purpose of the CLSD grant is to:

- 1.1 Build the capacity of Oregon school districts to improve the literacy achievement of students, particularly targeting high-need schools.
- 1.2 Expand the implementation of high-quality, Evidence-based practices and strategies to support children from birth through 12th grade.
- 1.3 Support Oregon school districts in developing and implementing a local Comprehensive Literacy Instruction plan that serves the needs of all students, including students who are emergent bilingual, students with disabilities, and students who are reading or writing below grade level.

CLSD Grants will be awarded and funding will be distributed annually, contingent upon federal funding. Continuation of funding is dependent on grantees compliance with federal statutes, grant requirements and demonstrated progress towards achieving grant goals and objectives.

#### 1.4 DEFINITIONS USED IN THIS AGREEMENT

**“Comprehensive Literacy Instruction”** means instruction as described in the Elementary and Secondary Education Act (ESEA) Section 2221(b)(1);

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;

(I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

**“Curriculum-based Professional Learning (CBPL)”** is high-quality professional development that supports the implementation and sustained use of specific high-quality instructional materials (HQIM) to ensure that teachers can effectively use these materials in their classrooms. It aligns closely with the curriculum’s content and instructional strategies, enabling teachers to provide instruction to students and facilitate learning with integrity to what was designed while adapting to the needs of their students. This type of learning often involves curriculum implementation, as well as ongoing support and collaborative planning.

**“Evidence-based”** when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention as described in Elementary and Secondary Education Act (ESEA) Section 8101(21)(A). Except as provided in subparagraph (B), the term ‘Evidence-based’

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study;  
or

(III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

**“Focal Student”** means a student facing limited educational opportunities and disengagement. This may include, but is not limited to: English Learners, students with disabilities, students experiencing poverty, and students that have historically experienced academic disparities.

**“HighScope’s Child Observation Record (COR) Advantage Assessment”** or **“HighScope’s COR Advantage Assessment”** is an observation-based assessment instrument for children from birth through kindergarten. It’s designed to measure children’s progress in all early childhood programs including but not limited to those using the HighScope educational approach.

**“High-Quality Instructional Materials (HQIM)”** means educational resources that ensure equitable access to grade-level standards, promote inclusive practices that reflect diverse perspectives and needs, provide robust support for both teachers and students, and include embedded assessment opportunities to guide and inform instruction. These materials are designed to be engaging, evidence-based, and aligned with research-proven educational practices.

**“Literacy-Focused Kindergarten Transition Programming”** are evidence-based programs designed to intentionally prepare children for kindergarten literacy success and support the successful transition of children into kindergarten.

**“Professional Development”** as described in Elementary and Secondary Education Act (ESEA) Section 8101(42) means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers’— (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of (I) effective instructional strategies that are Evidence-based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

“Supplemental Instructional Materials” are additional resources used to enhance core instructional materials. Supplemental materials can be used with most students in a class to provide focused and differentiated learning opportunities. They include materials used to scaffold core instruction and

literacy assessments used to measure student progress. They also include intervention programs, which are specifically designed for targeted, intensive instruction to address the needs of students who need additional support in a particular skill area.

## **SECTION 2: PROJECT ACTIVITIES, SCHEDULE, AND BUDGET**

Agency will disburse Grant Funds only for the costs of Project activities that occur, including expenses incurred, during the Performance Period.

### **2.1 REQUIRED AND ALLOWABLE USES OF FUNDING**

Every eligible entity that receives a CLSD award must use the funds to carry out activities that advance student literacy outcomes from birth through 12th grade.

- 2.1.1 Some activities are required (“Must-Do”), while others are allowable (“May-Do”) and may be implemented if grant funding allows.
- 2.1.2 Some of the required activities must be funded (at least in part) with CLSD funds, while others are required to be implemented but do not explicitly require the use of CLSD grant funds.

### **2.2 BIRTH THROUGH PRE-K REQUIRED ACTIVITIES AND ALLOWABLE USE OF FUNDING**

#### **2.2.1 Birth through Pre-K CLSD Must-Do Activities Required and CLSD Funding Required (at least in part)**

- a. Professional Learning and Coaching: Must provide ongoing, high-quality Professional Development and coaching to early childhood education staff, at least annually. Professional Development and coaching opportunities must focus on Evidence-based early literacy strategies for children from birth to Pre-K.
- b. Family and Caregiver Coordination: Must coordinate the involvement of families and caregivers in the early literacy development of children from birth to Pre-K.
- c. Pre-K through 3rd Grade: Must coordinate K-5 Comprehensive Literacy Instruction with early childhood education programming to ensure alignment and coherence across the literacy continuum.

#### **2.2.2 Birth through Pre-K CLSD Must-Do Activities Required and CLSD Funding Not Required**

- a. Kindergarten Transition: Must establish or expand Literacy-Focused Kindergarten Transition Programming.
- b. Language and Literacy Development: Must enhance the language and literacy development and school readiness of children from birth to kindergarten entry.
- c. Oral Language Assessment: Must evaluate the oral language skills of 4-year-old children twice per year using HighScope’s COR Advantage Assessment.

### 2.2.3 Birth through Pre-K CLSD May-Do Activities (If Funds Allow)

- a. High-Quality Early Childhood Curricula: Purchase Evidence-based, high-quality literacy curricula for birth to Pre-K.
- b. Coaches and Literacy Specialists: Employ pre-kindergarten and preschool literacy coaches.
- c. Extended Learning Programs: Provide Evidence-based instruction and enrichment to students outside of regular school hours to promote literacy development and encourage family literacy experiences.

## 2.3 K to 12TH GRADE REQUIRED AND ALLOWABLE USES OF FUNDING

### 2.3.1 K-12th Grade CLSD Must-Do Activities Required and CLSD Funding Required (at least in part)

- a. Professional Learning and Coaching: Must provide ongoing, high-quality Professional Development opportunities to K-12 staff (teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff) on at least a quarterly basis. Provide at least one Curriculum-Based Professional Learning opportunity each year.
- b. Comprehensive Literacy Instruction Plan: Develop and implement a Comprehensive Literacy Instruction plan that:
  - Serves the needs of all children, including children with disabilities, children who are emergent bilingual, and children who are reading or writing below grade level.
  - Supports activities that are provided primarily during the regular school day.
- c. Intervention and Acceleration: Provide intensive, supplemental accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level, which may include the establishment or expansion of high-dosage tutoring.
- d. K-12 Staff Coordination: Coordinate the involvement of K-12 staff (principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and afterschool program staff) in the literacy development of children served.
- e. (K-5 ONLY) Family and Caregiver Engagement: Engage families and encourage family literacy experiences and practices to support the literacy development of students in grades K-5.
- f. (Grades 6-12 ONLY) Allocate Planning Time to Secondary Staff: Provide time for teachers to meet to plan Evidence-based activities and assess the quality of adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

### 2.3.2 K-12 Grade CLSD Must-Do Activities Required and CLSD Funding Not Required

- a. Implementation of High-Quality Instructional Materials (HQIM): Support the implementation with fidelity of HQIM for English Language Arts (ELA), including through professional learning, coaching, and professional learning communities.

- b. ODE- Facilitated Coaching Program: Participate in ODE facilitated coaching and professional learning aligned to the Oregon Early and Adolescent Literacy Frameworks.

### 2.3.3 K-12 Grade CLSD May Do Activities (If Funds Allow)

- a. High-Quality Supplemental or Intervention Curricula: Purchase Evidence-based, high-quality supplemental or intervention materials.
- b. Coaches and Literacy Specialists: Employ literacy specialists, coaches, or interventionists.
- c. Extended Learning Programs: Provide research-aligned instruction and enrichment to students outside of regular school hours to promote literacy development and encourage family literacy experiences.

## **2.4 PARTICIPATION IN ODE FACILITATED COACHING AND PROFESSIONAL LEARNING PROGRAM**

Grant recipients must participate in an ODE facilitated coaching and professional learning program for the entire grant period. Coaching programs will be in alignment with the Oregon Early and Adolescent Literacy Frameworks.

Participation requirements and program models will be determined based on the final list of grantees and may be approached at the region, district or school level. There is no cost for grant recipients to participate in ODE facilitated coaching and professional learning programs.

## **2.5 SPENDING PERCENTAGES REQUIREMENTS**

To comply with federal CLSD requirements, each grantee must allocate and spend their funds according to the following percentages across grade bands over the course of the four-year grant.

- 2.5.1 Birth through Pre-K – Not less than 16% of the funds must be used for programs and activities pertaining to children and activities pertaining to children from birth through kindergarten entry over the course of the four years.
- 2.5.2 Grades K–5 – Not less than 42% of the funds must be used for programs and activities, allocated equitably among the grades of kindergarten through grade five over the course of the four years.
- 2.5.3 Grades 6–12 – Not less than 42% of the funds must be used for programs and activities, allocated equitably among the grades of six through twelve over the course of the four-years.

## 2.6 NECESSARY, REASONABLE, ALLOCABLE

Allowable expenditures for the CLSD grant are any of the “Must-Do” or May-Do” activities. Funds must advance strong and moderate Evidence-based practices and strategies that promote improved language and literacy outcomes for children/students across the birth through 12th grade continuum. All costs must be necessary, reasonable, and allocable:

- 2.6.1 Necessary: Is the cost a type generally recognized as ordinary and necessary for the operation of the grant?
- 2.6.2 Reasonable: Do I really need this? Is it required to meet the requirements of the grant? If I were asked to defend this purchase, would I be able to? Did I pay a fair rate?
- 2.6.3 Allocable: Is the cost allocable to CLSD? Does the cost benefit the CLSD grant?

## 2.7 SUPPLEMENT, NOT SUPPLANT

Grantees must use CLSD funds to supplement, and not supplant, state or local public funds. CLSD funds must be used to create activities that would otherwise not be accessible to the students served or to expand access to existing high-quality services that may be available.

## 2.8 EVIDENCE-BASED STRATEGIES, PRACTICES, AND ACTIVITIES

Evidence-based strategies are practices and/or programs that have evidence to show that they are effective at producing intended results and improving student outcomes when properly implemented. This evidence is generated by the combination of both effective research and well-designed studies that include control and treatment groups. The key difference between being research-based and Evidence-based is that strategies that are Evidence-based are built on a research base and have one or more well-designed studies that provide clear evidence that the strategy leads to the intended results.

Under the CLSD Grant, funding may only be used for activities that meet Level 1 (Strong), Level 2 (Moderate), or Level 3 (Promising) evidence standards. When using CLSD funds for curriculum, Professional Development, or other instructional activities, school districts must ensure that all materials and strategies are Evidence-based and aligned with these approved levels of evidence.

### 2.8.1 Under Every Student Succeeds Act there are four levels of evidence:

- a. **Level 1 (Strong Evidence)** – Strong evidence is supported by one or more well-designed and well-implemented randomized control experimental studies.
- b. **Level 2 (Moderate Evidence)** – Moderate evidence is supported by one or more well-designed and well-implemented quasi-experimental studies.
- c. **Level 3 (Promising Evidence)** – Promising evidence is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- d. **Level 4 (Demonstrates a Rationale)** – These practices that have a well-defined theory of action, are supported by research, and have some effort underway by a local education agency or outside research organization to determine their effectiveness. For the CLSD Grant this level of evidence is not allowable for funding.

## 2.9 SERVING CHILDREN FROM BIRTH THROUGH PRE-K

### 2.9.1 Early Childhood Education Requirement

Each grantee is required to use 16% of CLSD funds to serve children in the birth through Pre-K age band. To meet this requirement, grantees must serve children from birth through Pre-K through one or more of the following approaches:

- a. Through an established district Early Childhood Education program;
- b. By partnering with an eligible external Early Childhood Education program within the district boundaries; or
- c. By establishing or expanding Literacy-Focused Kindergarten Transition Programming.

Early Childhood Education programs may operate out of a school building located within the district, or be a separate entity or program located within the boundary of the district. Partner-run early childhood education programs must operate within the district boundary and meet the CLSD requirements for eligibility listed below in Early Childhood Education Programs Eligible for CLSD Partnership.

### 2.9.2 Early Childhood Education Programs Eligible for CLSD Partnership

School districts that do not have an early childhood education program on site or plan to establish one, may fulfill the requirement to serve children from birth through Pre-K by partnering with an eligible external early childhood education program located within the boundary of the district. Under this model, the school district must be the designated grantee and responsible for ensuring all CLSD requirements (including reporting requirements) are met.

The following Oregon early childhood education programs serve families at or below 200% of the Federal Poverty Level and are eligible for partnership. While this list is not exhaustive, it serves as a starting point for districts when identifying eligible early childhood education programs.

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Oregon Department of Early Learning and Care Programs Eligible for CLSD Partnership

<b>Qualifying Early Learning Program</b>	<b>Description</b>	<b>Counties/ Reach</b>
Preschool Promise	Offers free, high-quality preschool in childcare centers, home-based childcare, and public schools to children ages three and four living at or below 200 percent of the Federal Poverty Level.	5,344 children Statewide
Early Head Start/ Head Start	Early Head Start and Head Start provides early, continuous, intensive, and comprehensive child development and family support services to low-income pregnant women, infants, toddlers and their families.	17,500+ children enrolled Statewide
Employment Related Day Care (ERDC)	Helps families with children up to age 13 (or who have special needs) who are working, in school, or receiving Temporary Assistance for Needy Families (TANF) pay for childcare.	16,446 children 4,407 providers accept payment All counties but one
Oregon Prenatal to Kindergarten (OPK)	Provides free, high-quality, culturally responsive preschool, infant/toddler and family support services to families who are living at or below 100 percent of the Federal Poverty Level or who are categorically eligible.	7,330 preschool children 1,398 prenatal to three children and families Statewide
Baby Promise	Provides families with free, full day, year-round, high-quality infant and toddler care (six weeks to three years of age) in childcare centers and home-based childcare.	250 infants and toddlers 7 counties

## 2.10 INDIRECT/ADMINISTRATIVE COST

Grantee may be reimbursed for indirect or administrative costs, as a percentage of the Grant Funds disbursed under this Grant, in an amount that does not exceed Grantee’s federally approved rate at the time the cost was incurred. The rates described in this paragraph override any other verbal or written rate(s) provided by Agency, including in any notice of award provided by Agency’s Electronic Grants Management System (“EGMS”).

## SECTION 3: ACCESSIBILITY

**Worldwide Web Accessibility.** If, as part of the Project, Grantee develops data or information that will be displayed or accessed through an Agency public website or world-wide web application (the “Content”), Grantee must comply with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220), and provide individuals with disabilities access to and use of the Content in the website or application that is comparable to the access provided to individuals without disabilities. Grantee must design and format Content that meets at least the following standards, including as the standards are updated or replaced by subsequent versions (collectively, “Mandatory Standard”):

- The Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0;
- The World Wide Web Consortium’s (W3C’s) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA for web content, including as each is updated (Mandatory Standard);
- The web accessibility evaluation tool (WAVE), found at: <http://wave.webaim.org/extension/>
- Content to be posted on the web must be checked and made compliant using the tool available at <https://www.webaccessibility.com/>
- PDF files must comply with: <http://webaim.org/techniques/acrobat/>
- Word files must comply with: <http://webaim.org/techniques/word/>
- PPT files must comply with: <http://webaim.org/techniques/powerpoint/>
- Excel files must comply with: <https://webaim.org/techniques/excel/>

**Testing.** Grantee must test all Content prior to submission to Agency to ensure it meets the Mandatory Standard. Agency will test the web or application to validate the Content meets the Mandatory Standards, including a manual validation review of the Content against the current W3 Checklist for Web Content Accessibility (link included for reference: <https://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/full-checklist.pdf>). If the Content fails the testing, Agency will notify Grantee and Grantee must remedy any deficiencies as provided in Section 7.1.3 of this Grant. If Agency determines that previously accepted Content does not meet the Mandatory Standard, Agency may issue a written notice to Grantee to remove the Content. Grantee shall remove Content identified in any such notice within 3 calendar days and take other corrective action specified in the notice.

## SECTION 4: PROJECT EVALUATION/MONITORING/REPORTING REQUIREMENTS

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

### 4.1 MONITORING

Grantees will be evaluated and monitored for compliance with federal laws and regulations, grant requirements, and accomplishing performance goals. Under all federal programs, ODE is responsible for evaluating and monitoring Grantee and is required to annually assess grantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action and/or grant termination.

Compliance issues may arise during the ODE’s monitoring activities. Issues uncovered by ODE will be communicated to the Grantee and can result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Grantees that have persistent and/or extended non-compliance of grant activities may lead to termination of the grant.

Onsite monitoring visits may occur based on results from ongoing monitoring conducted by ODE.

#### Statewide District CLSD Outcome Goals

In partnership with the U.S. Department of Education (ED), ODE established the following performance targets to assess improvements in district outcomes. The following are goals ODE will report on to the ED. They provide the context for the district reporting requirements and the performance goals grant recipients will strive towards.

AGE BAND	PERFORMANCE GOAL 1	PERFORMANCE GOAL 2	PERFORMANCE GOAL 3	PERFORMANCE GOAL 4
BIRTH–PRE-K	By June 2029, participating school districts will demonstrate an average of at least: <ul style="list-style-type: none"> <li>One level of growth in the oral language skills of participating 4-year-old children overall, as determined by HighScope’s COR Advantage Assessment.</li> <li>Two levels of growth in the oral language</li> </ul>	By June 2029, at least 80% of participating early childhood educators (licensed teachers and instructional aides) at participating Early Childhood Education programs will participate in at	By June 2029, all participating school districts will have expanded or established high-quality literacy-focused kindergarten transition programming that supports students, families,	N/A

	skills of participating 4-year-old children from Focal Student groups, as determined by HighScope COR Advantage Assessment.	least 5 hours of Professional Development and coaching focused on Evidence-based early literacy strategies each year.	and teachers in the Pre-K to kindergarten transition.	
K-12	<p>By June 2029, all participating school districts will demonstrate an increase in literacy proficiency across all participating grade levels by:</p> <ul style="list-style-type: none"> <li>• At least 3 percentage points per year overall, with SY 24-25 as a baseline, for a total minimum increase of 12% over the grant period.</li> <li>• At least 5 percentage points per year for students from Focal Student groups, with SY 24-25 as a baseline, for a total minimum increase of 20% over the grant period.</li> </ul>	By June 2029, 80% or more of K-12 Literacy Staff in participating grade levels and school districts will engage in Professional Development and coaching on Evidence-based literacy strategies on at least a biannual basis.	By June 2029, all participating school districts will report that at least 80% of their literacy staff implement research-aligned, high-quality core instructional materials for Language Arts in grades K–12 with fidelity, as measured by an ODE-designated fidelity of implementation tool.	By June 2029, 100% of participating school districts will have developed and implemented their local literacy plan, which shall be aligned to the Statewide Comprehensive Literacy Plan.

## 4.2 DATA COLLECTION AND REPORTING

ODE is required to track specific information as part of the federal Comprehensive Literacy State Development grant. Applicants should plan for the following data collections, which will occur annually:

### 4.2.1 4-Year-Old Oral Language Assessment data (Birth–Pre-K):

- a. Number and percentage of all participating 4-year-olds showing growth by at least one level on the language, literacy, and communication portion of the HighScope COR Advantage Assessment.

- b. Number and percentage of all participating 4-year-old children from Focal Student groups showing growth by at least two levels on the language, literacy, and communication portion of HighScope’s COR Advantage Assessment.

4.2.2 Kindergarten Transition Programming Data (Birth–Pre-K):

- a. Number of days and type of Kindergarten Transition Programming offered.
- b. Number and percentage of students participating in Kindergarten Transition Programming.

4.2.3 Professional Learning and Coaching Data (K-12):

- a. Number and type of professional learning and coaching opportunities offered to participating early childhood educators.
- b. Number and percentage of participating early childhood educators who participated in at least five hours of professional learning and coaching on Evidence-based early literacy strategies on an annual basis.
- c. Number and type of literacy-focused professional learning and coaching opportunities offered to K-12 educators.
- d. Number and percentage of K-12 literacy staff participating in professional learning and coaching on Evidence-based literacy strategies on at least an annual basis.

4.2.4 HQIM Implementation Data (K-12):

- a. Number and percentage of K-12 literacy staff who have access to HQIM for ELA, receive annual curriculum-based professional learning in district-adopted HQIM, and report using HQIM regularly, as measured by an ODE-designated fidelity of implementation tool.

4.2.5 Oregon Statewide Assessment System Data for ELA (K-12)

- a. Number and percentage of students across all participating grade levels who demonstrate an increase in literacy proficiency by at least 3 percentage points per year.
- b. Number and percentage of students from Focal Student groups across all participating grade levels who demonstrate an increase in literacy proficiency by at least five percentage points per year.

#### 4.2.6 Submission of Local Literacy Plan

- a. Y1 (2025-2026): Self-assessed progress toward development of plan
- b. Y2 (2026-2027): Rough draft of local literacy plan
- c. Y3 (2027-2028): Final draft of local literacy plan
- d. Y4 (2028-2029): Self-assessed progress toward implementation of plan

ODE will provide templates and additional technical assistance to support Grantee in data collection and reporting.

Grantees may use grant funds to purchase the HighScope COR Advantage Assessment.

Failure to comply with reporting requirements may result in discontinuation of funding.

### **SECTION 5: DISBURSEMENT PROVISIONS**

Agency will disburse the Grant Funds using EGMS, on a cost incurred basis upon receipt of Grantee’s request(s) for disbursement. Reimbursement requests should occur on a quarterly basis, but Grantee may also submit requests monthly.

With each request for disbursement, Grantee must submit an expenditure report via Smartsheet to ODE’s CLSD team.

Agency will disburse the Grant Funds upon receipt and approval of Grantee’s request for disbursement.

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## **EXHIBIT B INSURANCE**

### **INSURANCE REQUIREMENTS**

Grantee must obtain at Grantee’s expense, and require its first tier contractors and subgrantees, if any, to obtain the insurance specified in this exhibit prior to performing under this Grant, and must maintain it in full force and at its own expense throughout the duration of this Grant, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee must obtain and require its first tier contractors and subgrantees, if any, to obtain the following insurance from insurance companies or entities acceptable to Agency and authorized to transact the business of insurance and issue coverage in Oregon. Coverage must be primary and non-contributory with any other insurance and self-insurance, with the exception of professional liability and workers’ compensation. Grantee must pay and require its first tier contractors and subgrantees to pay, if any, for all deductibles, self-insured retention and self-insurance, if any.

### **WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY**

All employers, including Grantee, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers’ compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee shall require and ensure that each of its subgrantees, contractors, and subcontractors complies with these requirements. If Grantee is a subject employer, as defined in ORS 656.023, Grantee shall also obtain employers’ liability insurance coverage with limits not less than \$500,000 each accident. If Grantee is an employer subject to any other state’s workers’ compensation law, Grantee shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000, and shall require and ensure that each of its out-of-state subgrantees, contractors, and subcontractors complies with these requirements.

### **COMMERCIAL GENERAL LIABILITY**

**Required**  **Not required**

Commercial general liability insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to Agency. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant, and have no limitation of coverage to designated premises, project or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit may not be less than \$2,000,000.

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

Automobile liability insurance covering Grantee’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the commercial general liability insurance (with separate limits for commercial general liability and automobile liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**PROFESSIONAL LIABILITY**

Required  Not required

Professional liability insurance covering any damages caused by an error, omission or any negligent acts related to the activities performed under this Grant by the Grantee and Grantee’s contractors, subgrantees, agents, officers or employees in an amount not less than \$1,000,000 per claim. Annual aggregate limit may not be less than \$2,000,000 If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months must be included in the professional liability insurance coverage, or the Grantee must provide continuous claims made coverage as stated below.

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY**

Required  Not required

Directors, officers and organization liability insurance covering the Grantee’s organization, directors, officers, and trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of Grant Funds and donor contributions - with a combined single limit of no less than \$1,100,000 per claim.

**CRIME PROTECTION COVERAGE: EMPLOYEE DISHONESTY or FIDELITY BOND**

Required  Not required

Employee dishonesty or fidelity bond covering loss of money, securities and property caused by dishonest acts of Grantee’s employees. Coverage limits may not be less than \$1,100,000.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE**

Required  Not required

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

**EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

## **ADDITIONAL INSURED**

All liability insurance, except for workers' compensation, professional liability, and network security and privacy liability (if applicable), required under this Grant must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee's activities to be performed under this Grant. Coverage must be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of Grantee's ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 07 04 or equivalent.

## **WAIVER OF SUBROGATION**

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

## **CONTINUOUS CLAIMS MADE COVERAGE**

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

- (i) Grantee's completion and Agency's acceptance of all Services required under the Grant, or
- (ii) Agency or Grantee termination of the Grant, or
- (iii) The expiration of all warranty periods provided under the Grant.

## **CERTIFICATE(S) AND PROOF OF INSURANCE**

Grantee must provide to Agency a Certificate(s) of Insurance for all required insurance before performing any Project activities required under this Grant. The Certificate(s) must list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) must also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance, Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant. Grantee must furnish acceptable insurance certificates to: [ode.insurance@ode.state.or.us](mailto:ode.insurance@ode.state.or.us) or by mail to: Attention Procurement Services, Oregon Department of Education, 255 Capitol St NE, Salem OR, 97310 prior to commencing the work.

## **NOTICE OF CHANGE OR CANCELLATION**

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

**INSURANCE REQUIREMENT REVIEW**

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

**STATE ACCEPTANCE**

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

## EXHIBIT C

# FEDERAL TERMS AND CONDITIONS

### 1. FEDERAL FUNDS

1.1. If specified below, Agency's payments to Grantee under this Grant will be paid in whole or in part by funds received by Agency from the United States Federal Government. If so specified then Grantee, by signing this Grant, certifies neither it nor its employees, contractors, subcontractors or subgrantees who will perform the Project activities are currently employed by an agency or department of the federal government.

Payments  will  will not be made in whole or in part with federal funds.

1.2. In accordance with the State Controller's Oregon Accounting Manual, policy 30.40.00.104, Agency has determined:

Grantee is a subrecipient       Grantee is a contractor       Not applicable

1.3. Catalog of Federal Domestic Assistance (CFDA) #(s) of federal funds to be paid through this Grant: 84.371C - Oregon's Comprehensive Literacy State Development Project Proposal

### 2. FEDERAL PROVISIONS

2.1. The use of all federal funds paid under this Grant are subject to all applicable federal regulations, including the provisions described below.

2.2. Grantee must ensure that any further distribution or payment of the federal funds paid under this Grant by means of any contract, subgrant, or other agreement between Grantee and another party for the performance of any of the activities of this Grant, includes the requirement that such funds may be used solely in a manner that complies with the provisions of this Grant.

2.3. Grantee must include and incorporate the provisions described below in all contracts and subgrants that may use, in whole or in part, the funds provided by this Grant.

2.4. Grantee must comply, and ensure the compliance by subcontractors or subgrantees, with 41 U.S.C. 4712, Program for Enhancement of Employee Whistleblower Protection. Grantee must inform subrecipients, contractors and employees, in writing, in the predominant language of the workforce, of the employee whistleblower rights and protections under 41 USC § 4712.

**In accordance with Appendix II to 2 CFR Part 200 – Grantee is subject to the following provisions, as applicable.**

For purposes of these provisions, the following definitions apply:

**“Contract”** means this Grant or any contract or subgrant funded by this Grant.

**“Contractor”** and **“Subrecipient”** and **“Non-Federal entity”** mean Grantee or Grantee's contractors or subgrantees, if any.

(A) Contracts for more than the simplified acquisition threshold currently set at \$250,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor,” as applicable.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency. The federal funding agency, as the awarding agency of the funds used, at least in part, for the Work under this Contract or Agreement, may have certain rights as set forth in the federal requirements pertinent to these funds. For purposes of this subsection, the terms “grant” and “award” refer to funding issued by the federal funding agency to the State of Oregon. The Contractor agrees that it has been provided the following notice:

- a. The federal funding agency reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use the Work, and to authorize others to do so, for Federal Government purposes with respect to:(1) The copyright in any Work developed under a grant, subgrant or contract under a grant or subgrant; and (2) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.
- b. If this contract meets the definition of “funding agreement” under 37 CFR § 401.2 (a) and the Contractor or subcontractor wish to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the Contractor or subcontractor must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.
- c. The parties are subject to applicable requirements and regulations of the federal funding agency regarding rights in data first produced under a grant, subgrant or contract under a grant or subgrant.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

(H) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

(I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

By signing this Contract, Contractor certifies, to the best of the Contractor’s knowledge and belief that:

- a. No federal appropriated funds have been paid or will be paid, by or on behalf of Contractor, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal contract, grant, loan or cooperative agreement.
- b. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the Contractor shall complete and submit Standard Form LLL, “Disclosure Form to Report Lobbying” in accordance with its instructions.
- c. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients and subcontractors shall certify and disclose accordingly.
- d. This certification is a material representation of fact upon which reliance was placed when this Contract was made or entered into. Submission of this certification is a prerequisite for making or entering into this Contract imposed by Section 1352, Title 31 of the U.S. Code. Any person who fails to file the required certification is subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

(J) EMPLOYEE WHISTLEBLOWER PROTECTION. Contractor must comply, and ensure the compliance by subcontractors, with 41 U.S.C. 4712, Program for Enhancement of Employee Whistleblower Protection. Contractor must inform subcontractors and employees, in writing, in the predominant language of the workforce, of the employee whistleblower rights and protections under 41 U.S.C. 4712.

(K) FEDERAL FUNDS; FALSE CLAIMS. Agency’s payments to Contractor under this Agreement will be paid by funds received by Agency from the United States Federal Government. By performance of this Agreement, Contractor certifies neither it nor its employees, contractors, or subcontractors who will administer this Agreement are currently employed by an agency or department of the federal government. Contractor acknowledges that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject Contractor to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise under 18 U.S.C § 1001; 31 U.S.C. §§ 3729-3733 and 3801-3812.

(L) MINORITY AND WOMEN BUSINESS ENTERPRISES. Contractor must comply with the requirements of Executive Orders 11625 and 12432 (concerning Minority Business Enterprise), and 12138 (concerning Women's Business Enterprise), as applicable.

(M) PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT (HUAWEI AND ZTE). Contractor is prohibited from obligating or expending funds received under this contract to:

- a. Procure or obtain;
- b. Extend or renew a contract to procure or obtain; or
- c. Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
  - i. For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).
  - ii. Telecommunications or video surveillance services provided by such entities or using such equipment.
  - iii. Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(N) BUY USA PREFERENCE. Contractor must, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subcontracts including all contracts and purchase orders for work or products under this contract. For purposes of this section:

- a. “Produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.
- b. “Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

(O) PROCUREMENT OF RECOVERED MATERIALS. Contractor must comply with all applicable requirements of Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. In addition, in the performance of this contract, the Contractor must make maximum use of products containing recovered materials designated by the Environmental Protection Agency (EPA) at 40 CFR part 247, unless the product cannot be acquired:

- a. Competitively within a timeframe providing for compliance with the contract performance schedule;
- b. Meeting contract performance requirements; or
- c. At a reasonable price.

Information about this requirement, along with the list of EPA- designated items, is available at EPA’s Comprehensive Procurement Guidelines web site,

<https://www.epa.gov/smm/comprehensiveprocurement-guideline-cpg-program>

## EXHIBIT D

### FEDERAL AWARD IDENTIFICATION

#### (Required by 2 CFR 200.332(a)(1))

(i) Grantee name: <i>(must match name associated with UEI)</i>	Reynolds School District #7
(ii) Grantee’s Unique Entity Identifier (UEI):	JKMUSNGCD4P9
(iii) Federal Award Identification Number (FAIN):	S371C240007
(iv) Federal award date: <i>(date of award to state by federal agency)</i>	09/02/2024
(v) Grant period of performance start and end dates:	Start: 10/01/2024 End: 09/30/2029
(vi) Grant budget period start and end dates:	Start: 10/01/2024 End: 09/30/2025
(vii) Amount of federal funds obligated by this Grant:	\$11,578,036.00
(viii) Total* amount of federal funds obligated to Grantee by pass-through entity**, including this Grant:	\$455,341.01
(ix) Total* amount of the federal award committed to Grantee by pass-through entity: <i>(amount of federal funds from this FAIN committed to Grantee)</i>	\$455,341.01
(x) Federal award project description:	Oregon’s Comprehensive Literacy State Development Project Proposal
(xi) a. Federal awarding agency:	US Department of Education
b. Name of pass-through entity:	Oregon Department of Education
c. Contact information for awarding official of pass-through entity:	Name: Angelica Cruz, Email: Angelica.cruz@ode.oregon.gov
(xii) Assistance listings number, title, and amount:	Number: 84.371C Title: Striving Readers Amount: \$11,578,036.00
(xiii) Is federal award research and development:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(xiv) a. Indirect cost rate for the federal award:	3.86%
b. Is the de minimis rate being used per §200.414?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

\*The total amount is limited to the current state fiscal year (July 1 to June 30).

\*\*The term “pass-through entity” refers to the State of Oregon, acting through its Department of Education.

\*The total amount is limited to the current state fiscal year (July 1 to June 30).

\*\*The term “pass-through entity” refers to the State of Oregon, acting through its Department of Education.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Policy Updates: Second Reading and Adoption**

Type:  Action Item       Report / Presentation

Policy: BF: Policy Development

Date: September 24, 2025

**Connection to Strategic Plan Goal Topics:**

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

According to OSBA, the asterisks on the policy titles mean:

\* May be subject to collective bargaining.

\*\* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

**Policies and Administrative Regulations needing Board approval:**

Policy	Policy Name	Update / Notes
<b>Section A/B: Board Governance</b>		
<a href="#">BHD</a>	Board Member Stipends and Reimbursements	Removed language about Board member stipends.
<a href="#">BCF</a>	Advisory Committees to the Board	No changes.
<b>Section C: Administration</b>		
<a href="#">CEA</a>	Educational Equity Advisory Committee	No changes.

Section D: Fiscal Management		
<a href="#">DD</a>	Grant Funding Proposals and Applications	No changes.
Section E: Support Services		
<a href="#">EFA</a>	Local Wellness	No changes.
Section G: Personnel		
<a href="#">G CBD / G DBD</a>	Sick Leave - Personal Illness and Injury Leave	Provisions for jury duty were removed from this policy as it does not fall under "sick leave." Jury duty is covered in both collective bargaining agreements with OSEA and REA and in the RAA group agreement. Awkward sentence revised.
<a href="#">G CBDE / G DBDE</a>	Military Leave of Absence	No changes.
<a href="#">G CDA / G DDA</a>	Criminal Records Checks and Fingerprinting	Corrected link to disqualifying crimes.
Section I: Instruction		
<a href="#">IF</a>	District Curriculum	No changes.
<a href="#">IGBAB / JO - AR</a>	Educational Records/Records of Students with Disabilities	Added "regarding expulsions" after ORS 332.061
<a href="#">IGBHD</a>	Program Exemptions	No changes.
<a href="#">IIA</a>	Instructional Materials	No changes.
<a href="#">IIA - AR(3)</a>	Reconsideration of Supplemental Instructional Materials	Updated for committee recommendation to the superintendent or designee for decision. Appeals can go to the Board.
<a href="#">IKF</a>	Graduation Requirements	Subsection 2 on the top of page 7 is for extended diplomas. It mentions certificates of attendance as sharing this information to extended diploma students is required.
Section J: Students		
<a href="#">JHCA</a>	Immunizations, School Sports Participation, Concussions, and Other Injuries	No changes.
<a href="#">JO / IGBAB - AR</a>	See IGBAB/JO-AR above	No changes.
<a href="#">JOA</a>	Directory Information	No changes.

Section K/L: Community Relations		
<a href="#">LBEA</a>	Denial for Virtual Public Charter School Student Enrollment	No changes.

**Administrative Regulations that do not require Board approval:**

Policy	Policy Name	Update / Notes
Section I: Instruction		
<a href="#">IICA - AR</a>	Field Trips and Special Events	<p>According to our insurance provider, specific student travel insurance is NOT required so that line has been removed.</p> <p>Parent permission forms are ALWAYS required and are part of the normal field trip process. That line was removed as permission slips don't need to be part of the board approval process.</p> <p>There are less than a dozen trips that arrive after 10p each school year, with only 2-3 of those arriving after midnight. Parents/Guardians have always been aware of the scheduled time and given permission prior to the trip.</p>

**Motion:**

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



Code: BHD  
Adopted: 1/04/07  
Readopted: 5/13/10; 8/23/23  
Orig. Code: BHD

## Board Member Reimbursement

Board members may be reimbursed for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

The superintendent will establish and communicate procedures regarding submission of expenses for reimbursement.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations. (*See* Board policy DFEA - Admission to District Events) The district will establish accounting procedures consistent with this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Senate Bill 983 (2025)

### Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities

BHB - Board Member Development

DFEA - Admissions to District Events

DLC - Expense Reimbursement



Code: BCF  
Adopted: 1/04/07  
Revised/Readopted: 3/09/11; 5/10/17; 8/23/23  
Orig. Code: BCF

## **Advisory Committees to the Board**

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#)  
[ORS 192.630](#)

[ORS 294.414](#)  
[ORS 329.704](#)

[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.



Code: CEA  
Revised/Reviewed:  
Orig. Code: CEA

## **Educational Equity Advisory Committee**

The duties of the district's educational equity advisory committee shall include:

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

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

The educational equity advisory committee may prepare an annual report that:

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

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

4. Shall solicit names of possible members from the community;

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

A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>1</sup>

END OF POLICY

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**Legal Reference(s):**

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

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

[OAR 581-022-2307](#)

House Bill 2453 (2025)

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<sup>1</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.



Code: DD  
Adopted: 7/15/10  
Revised/Readopted: 8/28/24  
Orig. Code: DD

## **Grant Funding Proposals and Applications**

The district shall pursue federal, state or private grants or other such funds that will assist the district in meeting adopted Board and district goals.

All proposals and applications must be approved by a department director before submission.

New grant opportunities over \$30,000 or requiring a commitment of district resources beyond the grant funding must be approved by the superintendent and the Board. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use their own judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. Renewals of grants do not require board approval unless the conditions of the grant increase commitment of district resources.

The Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

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**Legal Reference(s):**  
[ORS 294.305 to -294.565](#)

[ORS 332.075](#)



Code: EFA  
Adopted: 1/04/07  
Revised/Readopted: 7/15/10; 4/08/15; 1/13/16;  
8/28/24  
Orig. Code: EFA

## **Local Wellness**

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicated that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental, and social success, and to fulfill our vision to prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff, students, parents, the public, representatives of the school food authority and public health professionals will be encouraged in the development and review of wellness policy. The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

### **Nutrition Promotion and Nutrition Education**

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

## **Nutrition Guidelines**

It is the intent of the Board that district schools be proactive in encouraging students to make nutritious food choices. Food and beverage items sold to students in a K-12 public school as part of the regular or extended school day shall meet the minimum state and federal standards. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of school-related events or events for which parents and other adults are a significant part of an audience; or
2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

Although the Board believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. The Board will seek out additional funding sources if needed in advance, of any services that have not been approved in the adopted budget, to stay in compliance with program regulations. In compliance with federal law, the district's NSLP and SBP shall be nonprofit.

The superintendent is directed to develop administrative regulations to implement this policy that addresses all food and beverage items sold to students at district schools, including provisions for family, community involvement and program evaluation. These food and beverage items include competitive foods, snacks and beverages sold from vending machines and school stores, and similar food and beverage items from fund-raising activities and refreshments that are made available at celebrations and meetings.

## **Physical Activity and Physical Education**

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet the ODE's physical education content standards and state law.

At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.<sup>10</sup>

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them

from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

### **Reimbursable School Meals**

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0)). All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP).

Qualifying schools participate in the Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP) and Supper programs (CACFP). The district also operates additional nutrition-related programs including Farm-to School programs and Grab 'n' Go Breakfast to meet our Breakfast after the Bell requirements.

### **Staff Qualifications and Professional Standards**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

### **Water**

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes, when drinking fountains are not accessible.

### **Competitive Foods and Beverages**

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards<sup>1</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

The Oregon Smart Snacks standards are applicable during the school day, which is defined as the midnight before to 30 minutes after the end of the instructional day. If such programs are operated in the school during the school day, or if afterschool snacks or meals are provided within the 30-minute window after the end of the instructional day, any other food available for sale to students at that time must comply with the Oregon Smart Snacks requirements.

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<sup>1</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

## **Celebrations and Rewards**

All foods offered on the school campus will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, classroom snacks brought by parents, rewards and incentives.

## **Fund Raising**

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

## **Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

## **Other Activities that Promote Student Wellness**

The district will integrate wellness activities throughout the entire school environment, not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

## **School Employee Wellness**

The district encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of school employees may also influence the health and learning of students. The physical and mental health of school employees is integral to promoting and protecting the health of students and helps foster their academic success. The district’s employee wellness program will promote health and reduce risk behaviors of employees and identify and correct conditions in the workplace that can compromise the health of school employees, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs/services and resources to compliment and enrich employee wellness endeavors.

## **Other School-Based Activities**

The district will promote district and community-based activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide healthy food choices in all situations where food is served. Educational workshops, screenings and

literature related to healthy food choices and physical activity may be offered to families.

### **Evaluation of the Local Wellness Policy**

The Board will involve parents, students, representatives of the school food authority, school administrators and the public in the development and review of this policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The policy will be reviewed every three years. In an effort to measure the implementation of this policy the Board designates the superintendent as the person who will be responsible for ensuring the district meets the goals outlined in this policy.

### **Record Keeping**

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

### **Annual Notification of Policy**

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy.

The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

### **Triennial Progress Assessments**

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and

3. A description of the progress made in attaining the goals of the district’s policy. The district or school will actively notify households/families of the availability of the triennial progress report.

### **Revisions and Updating the Policy**

The district will update or modify the local wellness policy based on the results of the annual School assessment and the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

### **Community Involvement, Outreach and Communications**

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

[House Bill 3199](#) (2023).

#### **Cross Reference(s):**

EFAA - District Nutrition and Food Services

EFD - Food Preparation



Code: GCBD/GDBD  
Adopted: 1/04/07  
Readopted: 10/14/10; 4/26/23  
Orig. Code: GDBD/GDBD

### **Sick Leaves - Personal Illness and Injury Leave\***

Sick leave is allowed to accrue at the rate of 10 days each school year for each “school employee<sup>1</sup>” for personal illness or injury or one day per month employed, whichever is greater, as provided by Oregon law. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

Sick leave in excess of five consecutive work days shall require a certificate from the employee’s attending physician, naturopathic physician or practitioner that the employee’s illness or injury prevents the employee from working. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

Other paid and unpaid leaves will be determined by the district’s collective bargaining agreements.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

When sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law, the Board will place the teacher on unpaid leave for the remainder of the regular school year or until the teacher’s disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher’s employment, subject to state and federal laws regarding family and medical leave.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal law. The staff member will be informed of their rights to remain a part of the district benefit plan at personal expense.

END OF POLICY

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**Legal Reference(s):**

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<sup>1</sup> “School employee” includes all employees of the district.

[ORS 332.507](#)  
[ORS 342.545](#)

[ORS 342.610](#)  
[ORS 659A.043](#)

[ORS 659A.046](#)  
[OAR 581-022-2405](#)

Knapp v. North Bend, 304 Or. 34 (1987).

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2024).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2024).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

**Cross Reference(s):**

ACA - Americans with Disabilities Act

GBDA - Mother Friendly Workplace

GBEDA - Drug and Alcohol Testing and Record Query - Transportation Personnel



Code: GCBDE/GDBDE  
Adopted: 4/26/23

## Military Leave of Absence

The district will grant military leave of absence to an employee on duty<sup>1</sup> with a uniformed service<sup>2</sup> in accordance with applicable state and federal law. An employee requesting military leave is required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave<sup>3</sup> of absence from duties for up to 21 work days in any one training year<sup>4</sup> or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

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<sup>1</sup> "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty or inactive duty training, state active duty, U.S. National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

<sup>2</sup> "Uniformed service" means being a member of the U.S. National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

<sup>3</sup> The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

<sup>4</sup> "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. An employee who is a veteran or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;
2. An employee returning from active duty must notify the district of their intention to return to their former job within 90 days after the employee is relieved from duty, or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.505](#)  
[ORS 408.238](#)

[ORS 408.240](#)  
[ORS 408.270](#)

[ORS 408.290](#)  
[ORS 659A.082](#)  
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).



Code: GCDA/GDDA  
Adopted: 10/14/10  
Revised/Readopted: 3/13/13; 5/14/14; 6/08/16;  
6/13/18; 8/28/24  
Orig. Code: GCDA/GDDA

## **Criminal Records Checks and Fingerprinting**

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require all newly hired employees<sup>1</sup> not requiring licensure under Oregon Revised Statute (ORS) 342.223 to submit to a criminal records check and fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

The district shall not begin the employment of an individual or district contractor and its employees before the return and disposition of such checks.

The Board shall require a criminal records check for individuals considered for use as volunteers for the district who have direct, unsupervised contact with students. The district shall not allow an individual to begin volunteer service until the return and disposition of such criminal records check.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

Pursuant to state law, a criminal records check or fingerprint-based criminal records checks shall be required of the following individuals<sup>2</sup>:

1. All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students;

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<sup>1</sup> Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>2</sup> Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. Any individual considered for volunteer service with the district who is allowed contact with students.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The district shall require a fingerprint-based criminal records check for all volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;
2. Assistant coach;
3. Community partners;
4. Overnight chaperone;
5. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprint information, only after the offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract the individual will not be employed or contracted, or if employed will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual may be employed or contracted with by the district, or if employed by the district may be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may be employed or contracted with by the district upon the approval of the executive director of human resources.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

Employees must notify the District if they are convicted of any [disqualifying crimes](#) during the term of their employment. Employees who do not provide notification will be subject to discipline.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

## Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

END OF POLICY

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### Legal Reference(s):

[ORS 181A.180](#)

[ORS 181A.230](#)

[ORS 326.603](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 336.631](#)

[ORS 342.143](#)

[ORS 342.223](#)

[OAR 414-061-0010 – 061-0030](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 581-022-2430](#)

[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

### Cross Reference(s):

EEACA - School Bus Driver Examination and Training

IICC - Volunteers



Code: IF  
Adopted: 12/08/10  
Revised/Readopted: 8/23/23  
Orig. Code: IF

## District Curriculum

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes.

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 329.025](#)  
[ORS 332.075](#)  
[ORS 336.067](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)



Code: IGBAB/JO-AR  
Revised/Reviewed: 1/04/07; 12/08/10; 3/13/13;  
5/14/14; 9/28/22  
Orig. Code: JO-AR

## **Student Education Records Management**

### **1. Student Education Record**

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - i. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
  - ii. Made, maintained or used only in connection with treatment of the student; and
  - iii. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date;
- d. Name of parents/guardians;
- e. Date of entry into the school;

- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.

The district may request the social security number of the student. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220 (6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or designee shall be the person responsible for maintaining and releasing the education records.

#### 5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

- i. Determine eligibility for the aid;
- ii. Determine the amount of the aid;
- iii. Determine the conditions for the aid; or
- iv. Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - i. Develop, validate or administer predictive tests;
  - ii. Administer student aid programs; or
  - iii. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- i. Specifies the purpose, scope and duration of the study and the information to be disclosed;
- ii. Limits the organization to using the personally identifiable information only for the purpose of the study;
- iii. The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization, and
- iv. The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
  - i. Designates the individual or entity as an authorized representative;
  - ii. Specifies the personally identifiable information being disclosed;
  - iii. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - iv. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - v. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;

- vi. Identifies the time period in which the personally identifiable information must be destroyed; and
  - vii. Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061 regarding expulsions;

- p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

#### 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained.

For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- i. The parent(s) or an eligible student;
- ii. The school official or assistants who are responsible for the custody of the records;
- iii. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

#### 7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may

request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## **Disclosure Statement**

Required for use in collecting personally identifiable information  
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.



Code: IGBHD  
Adopted: 12/08/10  
Revised/Readopted: 8/23/23  
Orig. Code: IGBHD

## Program Exemptions\*\*

The district may excuse students from a state-required program or learning activity for reasons of religion, disability<sup>1</sup> or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal.

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

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### Legal Reference(s):

[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)  
[OAR 581-002-0035](#)  
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2505](#)

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).

### Cross Reference(s):

IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education  
JED - Student Absences and Excuses

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<sup>1</sup> If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.



Code: IIA  
Adopted: 12/08/10  
Revised/Readopted: 9/10/14; 8/23/23; 12/18/24  
Orig. Code(s): IIA

## **Instructional Materials\*\***

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### **Definitions**

“Core instructional material,”<sup>1</sup> sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

### **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials)

## Supplemental Instructional Materials

All supplemental instructional materials will be selected by appropriately licensed staff. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

## School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library.

## Classroom Library Materials

All classroom library materials will be selected by a classroom teacher with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)

[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[ORS 659.850](#)  
[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).  
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).  
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).  
Senate Bill 1098 (2025).

### Cross Reference(s):

INB - Studying Controversial Issues      KH - Public Gifts to the District      KL - Public Complaints



Code: IIA-AR(3)  
Revised/Reviewed: 12/08/10; 8/23/23; 12/18/24  
Orig. Code: IIA-AR(2)

## **Reconsideration of Supplemental Instructional Materials**

A staff member of the district or a parent or guardian of a student of a school of their district may raise concern about supplemental instructional materials<sup>1</sup> used in the district’s educational program. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

### **1. Concern**

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian will be made known to the principal.
- b. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.  
The principal or staff member will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- c. The principal will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

### **2. Request for Reconsideration**

- a. A staff member of the district or parent or guardian of a student of a school of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on

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<sup>1</sup> “Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

the form prepared for this purpose, signed by the person making the request, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.

- c. Upon receipt of a written reconsideration request, the principal will appoint a reconsideration committee from a pool of identified interested individuals.
- d. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
- e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

### 3. Reconsideration Committee

- a. The reconsideration committee shall be made up of at least five members:
  - (1) Two teachers, designated by the principal, and will be from the grade band of the material under reconsideration;
  - (2) One administrator designated by the Director of Schools
  - (3) Two members from the community, having expressed willingness to serve on this committee, appointed by the principal;

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.

Committee members directly associated with the selection of the material under reconsideration will be excused from the committee. The principal may appoint a replacement for the excused committee member, but such replacement will be of the same general qualifications as the person excused.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified.

### 4. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
- d. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the principal.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:

- (1) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
  - (2) The alignment of the material with the standards and curriculum;
  - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
  - (4) The suitability of the material for the students it was used with; and
  - (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for decision, including:
- (1) Continued use of the material as used, with no restrictions;
  - (2) Restricted or modified use of the material in terms of subject area, grade level, districtwide, related to the specific request;
  - (3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- i. Procedures for voting:
- (1) A quorum<sup>2</sup> will be present to act upon any business to come before the committee.
  - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
  - (3) Only votes of the members present at the time of the vote will be recorded<sup>3</sup>.

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<sup>2</sup> A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

<sup>3</sup> Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.
- j. The recommendation from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The recommendation will be in writing and include the committee's justification. The recommendation will be provided to the involved parties, including the principal.
- k. The committee's recommendation will be provided to the superintendent or designee for a final decision of the district. All materials from the reconsideration committee meetings will be made available to the superintendent. The superintendent or designee will issue a written decision to the involved parties within 30 days of receipt of the committee's recommendation.

## 5. Appeal to the Board

A decision from the reconsideration committee may be appealed to the Board by submission of the appeal to the board secretary within 15 days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the Board. The Board will make a decision regarding the appeal at a Board meeting. The Board will issue a written decision to the involved parties within 30 days of receipt of the appeal.

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.



Code: IKF  
Adopted: 4/08/10  
Revised/Readopted: 12/08/10; 5/09/12; 2/12/14;  
1/13/16; 4/13/16; 6/08/16;  
6/13/18; 3/30/22; 12/18/24  
Orig. Code: IKF

## **Graduation Requirements\*\***

The Board establishes graduation requirements for awarding of a high school diploma, an honors diploma, a modified diploma, an extended diploma, and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
or
7. <sup>3</sup>Enrolled in an approved recovery school under ORS 336.680.

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<sup>1</sup> "Foster child" is defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

### **Standard Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and <sup>7</sup>financial literacy);
5. <sup>8</sup>One-half credit of higher education and career path skills;
6. <sup>9</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>10</sup> (units shall be earned in any one or a combination).

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<sup>4</sup> “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

<sup>5</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. <sup>11</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### **Honors Diploma**

Students will have the option to earn an honors diploma. In order to qualify for the honors diploma, in addition to meeting the district's standard diploma requirements, students will be required to:

1. Pass all of the following state assessments: science, mathematics, reading and writing.
2. Maintain a cumulative, unweighted grade point average of 3.50 for all high school coursework through eight semesters.
3. Complete all graded courses on a letter grade scale (when available).
4. Complete 27 high school credits.
5. Earn four credits in advanced courses (those courses with the opportunity to earn college credit) during the junior and senior years.
6. Two of the World Language, CTE and Arts credits must be sequential.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

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<sup>11</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. <sup>12</sup>One-half credit in personal financial education;
6. <sup>13</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. <sup>14</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan.

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<sup>12</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>14</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard. The IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student’s school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student’s anticipated exit from high school.

A student’s school team may decide to revise a modified diploma decision.

A student’s school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### <sup>15</sup>**Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student’s language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student’s language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.

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<sup>15</sup> OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.

## Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

## Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## Certificate of Attendance

A certificate of attendance<sup>16</sup> will be awarded to students who:

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<sup>16</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
2. Have a documented history<sup>17</sup>.

For students with a documented history<sup>18</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Work Samples**

The district shall be in compliance with all Oregon Department of Education Local Performance Assessments.

Required Local Performance Assessments constitute at least one classroom work sample in each of the following areas: writing, speaking, math and science inquiry.

### **Valedictorian**

The district shall award the title of valedictorian to the graduating senior with the highest accumulative, weighted, grade point average and the title of salutatorian to the student who has earned the second highest accumulative, weighted GPA of their graduating class. In addition to weighted GPA, the student who is eligible for valedictorian or salutatorian must meet the following requirements:

1. Earn a Reynolds High School Honors Diploma;
2. Earn at least a 4.0 accumulative, weighted grade point average;
3. Earn at least six credits each semester their senior year;
4. Actively participate in at least one cocurricular activity each year of high school (e.g., activities/clubs, community/leadership, athletics, fine/performing arts); and

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<sup>17</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>18</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

5. Demonstrate exemplary behavior and school/community citizenship.

**Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form<sup>19</sup> and submitting the form to the district. The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFA - Early Graduation  
IL - Assessment Program

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<sup>19</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)



Code: JHCA  
Adopted: 8/28/24  
Orig. Code(s): JHCA; JHCB

## **Immunization, School Sports Participation, Concussions and Other Brain Injuries \*\***

### **Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

### **School Sports Participation**

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned [as directed] [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### **Concussions and Other Brain Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

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<sup>1</sup> The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

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<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485](#) - ORS 336.490

[ORS 433.235](#) - 433.280

[OAR 333-019-0010](#)

[OAR 333-050-0010](#) - 050-0120

[OAR 581-021-0041](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

**Cross Reference(s):**

IGDJ - Interscholastic Activities

JEC - Admissions



Code: JOA  
Adopted: 6/11/09  
Revised/Readopted: 6/09/10; 3/13/13; 10/11/17;  
6/13/18; 9/28/22  
Orig. Code: JOA

## **Directory Information\*\***

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received.

### **Public Notice**

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or guardians or eligible students request the district withhold this information.

Such notice will be given prior to release of directory information.

### **Exclusions**

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card

or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 180.805](#)

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

**Cross Reference(s):**

IGBAB/JO - Student Education Records  
JO/IGBAB - Student Education Records  
JOD - Media Access to Students



Code: LBEA  
Adopted: 4/08/15  
Revised/Readopted: 8/28/24  
Orig. Code: LBEA

## **Denial for Virtual Public Charter School Student Enrollment\*\***

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student’s enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

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<sup>1</sup> “Parent” means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)



Code: IICA-AR  
Revised/Reviewed: 10/09/13; 8/28/24  
Orig. Code: IICA-AR

## **Field Trips and Special Events\*\***

The Board recognizes the educational value of field trips and cocurricular activities involving transportation. The Board is also accountable for expenditures and the effective and legal use of district vehicles. Therefore, all trips and costs must be approved within the following regulations:

1. Principals, by delegation from the superintendent, may authorize the use of district vehicles for educational field trips and state-sanctioned cocurricular activities for which funds have been budgeted.

Principals may also authorize the use of district vehicles for other school-related activities. Expenses for such activities shall be paid by the participants or student organizations;

2. Trips more than 150 miles from the district or trips that include an overnight stay must have approval from the principal, superintendent, and the Board prior to departure. Such overnight trip requests shall be submitted through the superintendent or designee to have the approval of the Board. Parents shall be provided an itinerary and must give permission for student participation prior to the trip. Expenses for trips which are not budgeted must be paid by the participants or student organizations;

Emergency procedure plans and itineraries for any trip or event must be filed with the principal prior to the trip;

3. Scheduled departure times shall be maintained. Planned refreshment stops may be made on long trips. Discretion must be exercised in the duration of such stops. Refreshment stops must not unduly delay the return of the bus to the school;
4. Chaperones, coaches, or staff will maintain discipline and are responsible for the safety of students on educational field trips and cocurricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;
5. Students demonstrating unsafe behavior or whom do not abide by the code of conduct may be prohibited from participating in future field trips or cocurricular trips. Disciplinary action is the responsibility of the principal or designee;
6. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a custodial parent requests, in person, the supervisor allow their student return with the parent. Reasonable methods will be used to verify the parent's identity;

7. Any request for a meal or meals for a field trip or special event to the nutrition department shall be submitted not less than 10 school days prior to the event. Budget codes will be included with the request for any meals which cannot be claimed through Federal program regulations.
8. School nurse should be given list of students at least two weeks in advance of a field trip so that any supports needed for medication administration or other protocols can be arranged.

# Field Trip Request for Board Approval



## Student Trips Over 150 Miles One-Way or Overnight

Name of Group: \_\_\_\_\_

School: \_\_\_\_\_

Name of Requester: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Dates(s) of Trip: \_\_\_\_\_

Trip Type:  Activity or Athletic Trip  Educational Trip

Trip Distance/Length:  Over 150 Miles Away  Overnight

Estimated number of students: \_\_\_\_\_

Number of Chaperones: \_\_\_\_\_

List of Chaperones:

Lodging: \_\_\_\_\_

Total estimated trip cost: \$\_\_\_\_\_.

a. How will the trip be funded?

b. Are there any out of pocket costs for students?

Describe methods of transportation (school bus, activity van, etc).

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

Itinerary: list all activities/provide general schedule.

What are the objectives of the trip and how do they relate to the class or school program? How will this trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciations?

Describe supervision plans to ensure maximum safety for students. Be specific.

Principal Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by the School Board     Yes                       No                      Date: \_\_\_\_\_

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.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Procurement Exemption: Design/Build**

Type:  Action Item       Report / Presentation

Policy: DJC: Bidding Requirements

Date: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

District administration would like to move forward with the Design/Build method of procurement as opposed to the design, bid, build method for the design and renovation of existing classroom space at Reynolds High School to create space for a dental assisting program.

**Previous Board Action:**

The Board previously approved a Design/Build procurement exemption in April 2025 for PCEF projects.

**Financial Implications:**

This project will not use general funds. It will be funded through the district's Intensive Program grant from the Oregon Department of Education. The Intensive Program advising and stewarding bodies have approved full funding for this project.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board, acting as the Local Contract Review Board, approve the utilization of a Design Build procurement method for renovations at RHS for a dental assisting program.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

## Dental Assistant Program Design/Build Scope

### Who We Are

Reynolds School District serves nearly 10,000 students across five municipalities from East Portland to Troutdale. Our students represent more than 80 countries and 105 home languages. 76% of our students identify as people of color. Our district community is enhanced by cultural diversity and our graduates bring resilience, adaptability, and determination as they prepare for high-demand career pathways

### What We Know

Students in Career Technical Education (CTE) pathways are more likely to graduate and pursue post-secondary training or direct entry into careers. A certified Dental Assistant program will expand opportunities, providing our diverse and bilingual students a direct path into a high-wage, high-demand healthcare career.

### What We're Planning

To open a new certified Dental Assistant training and preparation program at Reynolds High School in September 2026.

### The Project

To successfully launch the program by September 2026, we must design and renovate existing classroom space at Reynolds High School. The project scope includes providing complete project oversight including design work, permitting, and construction to create a functional dental assisting lab with appropriate layout, furnishings, and hands-on training zones including installation of industry-standard equipment (dental chairs, sinks, lighting, digital systems) with necessary plumbing, electrical, and ventilation upgrades.

### The Goal

To deliver a high-quality, fully equipped training facility that meets educational and compliance standards, ensuring students are prepared for certification and career entry.



## Finding of Facts: Dental Assistant Program Classroom Space

ORS 279C.330 provides that “As used in [ORS 279C.345 \(Specifications for contracts\)](#) and [279C.350 \(Exemption procedure\)](#), “findings” means the justification for a contracting agency conclusion that includes, but is not limited to, information regarding:

1. Operational, Budget, and Financial Data
2. Public Benefits
3. Value Engineering
4. Specialized Expertise Required
5. Public Safety
6. Market Conditions
7. Technical Complexity
8. Funding Sources

**The Reynolds School District finds that the information regarding these criteria as set forth below supports the Board of Directors decision to use the DESIGN BUILD contracting method for the project.**

1. **Operational, Budget, and Financial Data.** As the project funding is limited and the potential scope not fully known at this time, a precise determination of the overall project budget cannot be made at this time given market conditions. If the DESIGN BUILD contracting method is available, the DESIGN BUILD contractor could assess the scope and phasing of the work and provide a more detailed cost estimate during the design phase and through the possible use of various work packages. This additional input would allow Reynolds School District to more accurately determine funding requirements and potentially include additional project elements. These phased project budget adjustments cannot be effectively accomplished with a traditional Design Bid Build (DBB) contracting process. Reynolds School District anticipates a lower overall cost and better value using the DESIGN BUILD contracting method, as described more fully in Section 2 and Section 4 below.

The DESIGN BUILD process will assist in developing a scope of work and construction documents that meet the requirements of the project with significantly lower risk of cost overruns. The resulting DESIGN BUILD contract will establish, within the contract price, the allowable fees, allowances and Project costs of the Work.

2. **Public Benefits.** Given market volatility, the utilization of the DESIGN BUILD delivery method will allow RSD to use target value design tools to procure materials that have long lead times and receive design assistance from subcontractors who can provide cost savings and assurances with meeting project deadlines.

Use of DESIGN BUILD as an alternative contracting method will allow construction work to commence relatively rapidly on some portions of the work while design continues on the remaining portions. This will shorten the overall duration of the construction, maintaining both the schedule and the budget of the project.

Further, as described in Section 5 below, the DESIGN BUILD delivery method will benefit the public as well by ensuring their safety when they are present in the new building.

## Finding of Facts: Dental Assistant Program Classroom Space

- 3. Value Engineering.** Value Engineering (VE) is encouraged by Reynolds School District on all District projects. VE can be defined as an organized effort directed at analyzing designed building features, systems, equipment, and material selections for the purpose of achieving essential functions at the lowest lifecycle cost consistent with required performance, quality, reliability, and safety. The DESIGN BUILD method of project delivery will result in earlier, more reliable, and higher quality VE since a sizable amount of project design and planning will be accomplished with the involvement of and in conjunction with the DESIGN BUILD contractor during the design development phase. Reynolds School District can expect to realize substantial benefits of a lower construction cost and a well-developed scope of work for the project.

The unique relationship of the owner, and combined construction contractor/design team under the DESIGN BUILD process for project delivery fosters a team approach, which should result in significant VE benefits. The standard Design, Build, Bid method procures a contractor and pricing only after the design has been fully completed, which does not allow for pertinent input from the contracting partner as to the chosen means and methods. Design plans and specifications that utilize alternative materials and methodology identified by the DESIGN BUILD and add value or save costs can be developed during the design phase when using the DESIGN BUILD delivery method.

- 4. Specialized Expertise Required.** As the project will be constructed, in part, during times that students will be in session at RHS, this could present a safety concern. It will be incumbent on the DESIGN BUILD company to work with the district Facilities department and RHS administration to determine the best way to phase and integrate the various safety and security components of the sites.

For successful project completion, expertise and an innovative approach are required in: (a) managing and coordinating both design and construction; (b) implementing performance specifications; (c) providing VE and constructability reviews; (d) scheduling and estimating; (e) assessing risk; and (f) providing a completed project through a collaborative DESIGN BUILD delivery method.

The project requires the knowledge, craftsmanship, special expertise, and experience of a design/contractor team that has worked on school buildings. The selected DESIGN BUILD contractor and its expert subcontractors will be critical team members for the project.

- 5. Public Safety.** The DESIGN BUILD procurement method enhances public safety by integrating responsibility for both design and construction within a single entity, ensuring consistent application of building codes, fire and life safety standards, and ADA requirements. This approach fosters continuous collaboration, allowing potential safety concerns to be identified and resolved early, while also reducing the likelihood of miscommunication between parties. By streamlining the project schedule, design/build minimizes the duration of construction-related hazards such as dust, noise, and restricted access, and ensures that site control, emergency planning, and protective measures are incorporated from the outset. The result is a safer construction process and a completed facility that meets the highest standards for the protection of students, staff, and the public.
- 6. Market Conditions.** The general economy and regional construction market is experiencing volatility in commercial construction, which appears to be trending beyond 2025 and is likely to continue with added impacts due to tariffs and additional unknown economic factors. Reynolds School District has

## Finding of Facts: Dental Assistant Program Classroom Space

reason to believe the current market conditions will result in a large amount of interest in this DESIGN BUILD procurement. The bidder pools for most low-bid construction contract awards presently include a number of contractors that are not familiar with the specialized work that is required for a particular project but will nonetheless bid on this project in order to secure work. This practice may result in a contract award to a low-bid contractor that is not able to sufficiently perform and is at a higher risk for safety or financial issues on a complex project. Due to these market conditions and risks, the DESIGN BUILD procurement process will best allow Reynolds School District to control these risks by evaluating the qualifications of interested proposers to select a design build contractor who can successfully deliver this important project.

7. **Technical Complexity.** This project would benefit from a DESIGN BUILD contractor with in-depth technical expertise of the current supply chain and labor issues that contribute to the national and regional volatility of the construction market. Issues relative to designing and building a covered play structure on an occupied site will demand an additional layer of complexity known by those with experience with this project type. A DESIGN BUILD contractor with technical expertise will be required to identify and price multiple possible solutions, as well as to identify current and hidden conditions that may impact the project at multiple points of design and during construction. A high level of communication and coordination among Reynolds School District, the design build contractor as a team is required, which would be facilitated by utilizing the DESIGN BUILD approach for the project.
8. **Funding Sources.** This project will be funded through the district's Intensive Program grant from the Oregon Department of Education. The Intensive Program advising and stewarding bodies have approved full funding for this project.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Superintendent Evaluation: Standards and Goals**

Type:  Action Item       Report / Presentation

Policy: CBG: Evaluation of the Superintendent

Date: September 24, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

According to the superintendent’s contract, *“annually, and not later than October 15th, the Board shall, in consultation with the Superintendent, establish general goals and specific objectives for the school year. The goals and objectives shall be established in writing and be among the criteria for evaluation of the Superintendent.”* This item serves the above purpose.

The superintendent’s evaluation for the 2025-2026 school year will consist of six goals and five Professional Standards for Educational Leaders.

**Previous Board Action:**

The Board approves the Superintendent’s goals and conducts a Superintendent evaluation annually.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the Superintendent’s Goals and Evaluation plan as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

### PART 1: PROFESSIONAL STANDARDS

1. Each board member should rate all five of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately - rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SCORING KEY FOR STANDARDS

#### **4 = ACCOMPLISHED PERFORMANCE**

Performance in this area is effective and occasionally outstanding.

#### **3 = EFFECTIVE PERFORMANCE**

Performance in this area meets the standard.

#### **2 = DEVELOPING**

Performance occasionally meets the standard.

#### **1 = INEFFECTIVE**

Performance currently does not meet the standard.

### Visionary District Leadership

- Implements the district's continuous improvement plan and communicates its progress.
- Implements Board goals and priorities.

### Ethical and Professional Norms

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.

### Inclusive District Culture

- Develops a supportive, equitable, culturally responsive and inclusive district culture.
- Engages and effectively communicates with diverse families, community partners, and other constituencies to strengthen student learning.
- Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.

## Effective Organizational Management

- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains operational structures that maximize the district's capacity to positively impact student learning.

## Policy and Governance

- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.

## PART 2: GOALS

1. Each board member should rate the superintendent's performance in meeting the evaluative goals and/or objectives agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. It is important that the board speaks with one voice in evaluating the superintendent.

## SCORING KEY FOR GOALS AND OBJECTIVES

### GOALS:

**4 = GOAL IS EXCEEDED**

**3 = GOAL IS MET**

**2 = GOAL IS APPROACHING MEETS**

**1 = NO PROGRESS MADE ON GOAL**

### OBJECTIVES:

**4 = ALL OBJECTIVES ARE ACCOMPLISHED**

**3 = MOST OBJECTIVES ACCOMPLISHED**

**2 = FEW OBJECTIVES ACCOMPLISHED**

**1 = NO OBJECTIVES ACCOMPLISHED**

## Goal 1: 3rd Grade Reading

Increase the percentage of 3rd grade students whose score on Acadience meets or exceeds grade level benchmark to 42%.

### Objectives:

1. Implement Enhanced Core Reading Instruction (ECRI) in all classrooms, K-2.
  - Provide professional development and ECRI materials to all K-2 teachers, Title I teachers, and elementary principals.

- ECRI leads will be identified at each elementary site to ensure fidelity to the foundational literacy skill routines.
2. Put Response to Intervention (RtI) processes in place.
    - Assessments, clear processes, and guidelines will be in place to identify students with specific lagging literacy skills.
    - Intervention schedules and materials will be in place to address student needs
  3. Establish a dual language immersion kindergarten classroom at Davis Elementary.

## Goal 2: 5th Grade Math

Increase the percentage of 5th grade students whose score on iReady meets or exceeds grade level benchmark to 34%.

### Objectives:

1. Complete year 2 of iReady Math CORE curriculum implementation
2. Put Response to Intervention (RtI) processes in place.
  - Assessments, clear processes, and guidelines will be in place to identify students with specific lagging math skills
  - Intervention schedules and materials will be in place to address student needs

## Goal 3: 8th Grade Math

Increase the percentage of 8th grade students whose score on STAR Math meets or exceeds grade level benchmark to 42%.

### Objectives:

1. Complete year 2 of EdGems Math CORE curriculum implementation.
2. Teachers will provide ongoing professional learning around productive talk in math classrooms by EdGems and are also incorporating more EdGems math problem-solving tasks into their instruction.
3. Intensive Math acceleration (intervention) blocks will be scheduled to assist students with obtaining the necessary knowledge and skills to meet grade level expectations.

## Goal 4: 9th Grade on Track

Increase the percentage of 9th grade students who earn 6 or more credits by the start of their sophomore year to 77%.

### Objectives:

1. Continue Ninth Grade Counts Summer programming for incoming 9th-grade students.
2. Continue the The Raider Report to provide students with their personal data to review how they are doing academically and credit-wise throughout the school year.

## Goal 5: Graduation (goal not scored - data available in January 2027)

Increase the percentage of students who graduate in four years to 77%.

### Objectives:

1. Review credit attainment at the end of each semester to determine on track status and any interventions needed.

2. Review of all transfer student records/transcripts to determine transferable credits, on-track status, correct course placement, and any interventions needed.
3. Begin personal finance .5 credit class for graduation (required beginning with the class of '27).
4. Provide opportunities for students who are multilingual to take the STAMP foreign language assessment which may qualify as language arts credit.
5. Expand CTE offerings to include year 2 of Cosmetology and Business/Marketing; Develop Dental Assisting for September '26 start.

## Goal 6: Support Services (no objective score)

Develop operational efficiency metrics for each support department based on industry standards and best practices.

**Nutrition Services:** Improve Nutrition and Satisfaction: 1) Track the number of school meals served each month; 2) Conduct an annual student satisfaction meal survey and focus groups.

**Transportation:** Improve Bus Safety: Track the number of bus accidents per year; Improve On-Time Performance: Track the percentage of buses arriving more than 10 minutes late to schools per month

**Facilities:** Improve Energy Efficiency: Track water and power usage by month by building to seek improvements in energy conservation; Maintain Functioning School Facilities: track the number of work order repairs open more than 90 days.

**Technology:** Improve customer satisfaction and staff workload through a technology call center: 1) Track ticket entry numbers before and after implementation; 2) Track customer service reports before and after implementation

**Human Resources:** Streamline Application Process: HR will track and characterize the number of abandoned job applications to seek ways to improve the completion rate; Improve Response Time: Track the number of tuition reimbursement requests completed within 5 days

**Finance:** Payroll Accuracy: Improve accuracy of payments to employees as measured by the ratio of paychecks issued outside of the regular payroll schedule, specifically those that are for corrections

### Report Schedule:

November: Nutrition Services

December: Transportation

January: Facilities

February: Technology

June: Finance

June: Human Resources



*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: September 24, 2025

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**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. Upcoming Board Meetings
  - a. Board Work Session: October 8, 2025
  - b. Board Business Meeting: October 22, 2025.
- C. 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: September 24, 2025

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**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       |

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**Summary / Background:**

The Board Chair will adjourn the meeting.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.