

**BOARD OF EDUCATION  
UMATILLA COUNTY SCHOOL DISTRICT 8R, HERMISTON**

There will be a Special Meeting of the  
Board of Education of the Umatilla County School District 8R  
at Hermiston School District Offices  
Boardroom  
305 S.W. 11th Street.  
Hermiston, Oregon 97838  
Monday, February 23, 2026, 6:00 PM

**Rosa Cerda-Diaz**  
Executive Assistant to the  
Superintendent and Board of Education

**AGENDA**

- 1. CALL TO ORDER SPECIAL MEETING\*** *Chair Hurst*
- 2. INTRODUCTORY ITEMS** *Chair Hurst*
  1. Pledge of Allegiance
  2. Adoption of Agenda 2
- 3. PRESENTATIONS AND COMMUNICATIONS** **3**
  1. Loma Vista Elementary School Update *Mr. Browning*
  2. Rocky Heights Elementary School Update *Mrs. Wyant*
- 4. PUBLIC COMMENTS** *Chair Hurst* **30**

Welcome. This is the time we reserve in our meeting for public comment.  
According to Board Policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.  
The Hermiston School District Board of Education accepts public comments virtually and in person. Members of the public wishing to address the board virtually submitted written statements or requests by 4:00 p.m. prior to this meeting.  
Those wishing to address the board in person should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, state your first and last name and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.  
Is there anyone here tonight who would like to address the board?
- 5. REPORTS**
  1. Board of Education *Chair Hurst*
- 6. STUDY ITEMS**
  1. Financial Planning Parameters *Ms. Saul* 31
- 7. CALENDAR AND FUTURE ITEMS**
  1. Future Agenda Item Discussion *Chair Hurst*
  2. Calendar Review *Dr. Mooney* 45
- 8. ADJOURN**

\* Timing of agenda is not meant to be time specific. Instead, the time identified is for pacing purposes only. The Board of Education may modify the agenda and the order in which items are taken for consideration.

\*\* Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

\*\*\* Members of the public are invited to address the Board of Education during Public Comments.

**BOARD OF EDUCATION  
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON  
HERMISTON, OREGON**

February 23, 2026

**SUPERINTENDENT'S RECOMMENDATION**

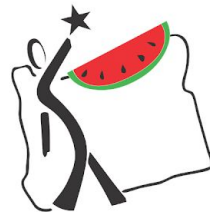
**2.0. INTRODUCTORY ITEMS**

**2.2. TOPIC:** Adoption of the Agenda

It is recommended. . . . .

**RECOMMENDATION:**

. . . . . that the Board of Education adopts the agenda as presented.



HERMISTON  
SCHOOL DISTRICT



# 25-26 Elementary Board Presentation

**Rocky Heights & Loma Vista**





**CULTIVATE**  
opportunities.

**CELEBRATE**  
achievements.

**CREATE**  
future-ready learners.

**Principal -**

**Josh Browning**

**Dean of Students -**

**Ivan Navarrete**

**Instructional Coach -**

**DayLee Lathim**



**Principal -**

**Stefani Wyant**

**Dean of Students -**

**Brian Frazier**

**Instructional Coach -**

**Ibbet Radant**



# Portrait Of A Graduate

ELEMENTARY



## CHARACTER

- I listen to others, show I care about their feelings, and treat everyone kindly.
- I do what I say I will, finish my work on time, and fix my mistakes.
- I tell the truth, make good choices, and act in a way that people trust me.
- I keep trying when things get hard, learn from my mistakes, and stay calm when things change.



## COMPLEX PROBLEM SOLVING

- I look at problems, think about the details, and give good answers.
- I think of new ideas and try different ways to solve problems.
- I think about what I see or hear to decide if it makes sense.
- I try new ways to solve problems when my first idea doesn't work.



## COMMUNICATION

- I use clear words and sentences so others can understand my ideas easily.
- I look at the speaker, listen carefully, and ask questions when I don't understand.
- I speak clearly and share my ideas, even when I feel nervous.
- I share what I know through talking, drawing, or writing so others can understand.



## COLLABORATION

- I share my ideas with the group and listen to others when they share.
- I work nicely with others and do my part to help the team.
- I listen to different ideas and try to understand other points of view.
- I help the group solve problems and change plans if needed.



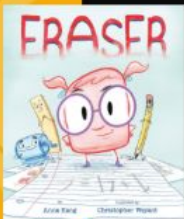


# CHARACTER

- I listen to others, show I care about their feelings, and treat everyone kindly.
- I do what I say I will, finish my work on time, and fix my mistakes.
- I tell the truth, make good choices, and act in a way that people trust me.
- I keep trying when things get hard, learn from my mistakes, and stay calm when things change.

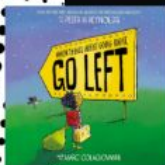
# FRIENDSHIP

*"I CHOOSE KINDNESS EVERY DAY, HELPING OTHERS FEEL WELCOME IN EVERY WAY!"*



# RESILIENCE

*"WHEN THINGS GET TOUGH, DON'T YOU QUIT — TAKE A DEEP BREATH AND STICK WITH IT!"*



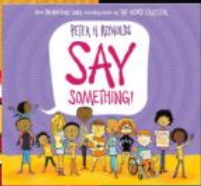
# CONFIDENCE

*"BELIEVE IN YOURSELF AND LET YOUR BRIGHT HEART SHINE, WITH CONFIDENCE TO GUIDE YOU, YOU'LL DO GREAT EVERY TIME!"*



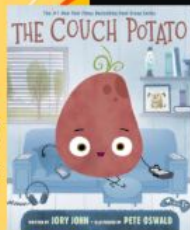
# EMPOWERMENT

*"I WILL LEARN, I WILL GROW, WATCH HOW FAR I WILL GO!"*



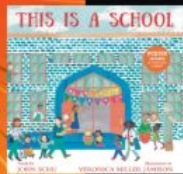
# SELF-DISCIPLINE

*"I TAKE MY TIME, I DO WHAT'S RIGHT. EVEN WHEN IT'S HARD, I TRY WITH MIGHT!"*



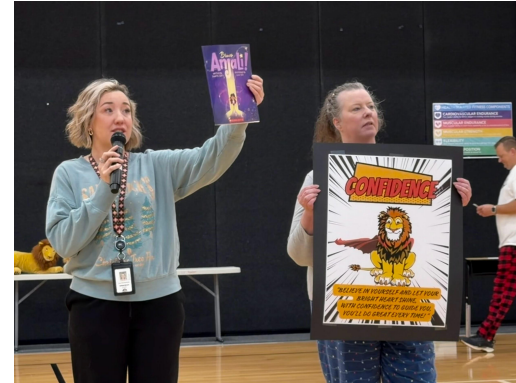
# INCLUSION

*"HAND IN HAND, SIDE BY SIDE, EVERYONE'S WELCOME, FAR AND WIDE!"*



# Character Recognition

- Books
  - One for every student
  - All staff hand out even subs
  - 100% student inclusion
- Award Assemblies (parents)
- Posters in hallways



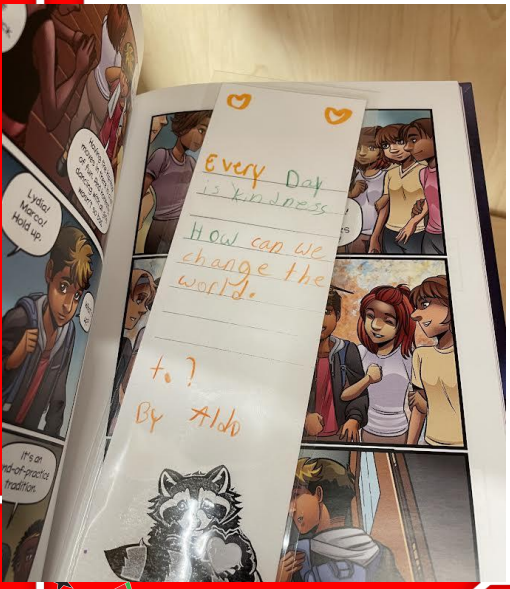
# Character Recognition

- Family nights



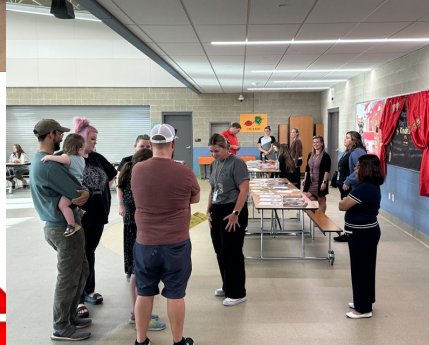
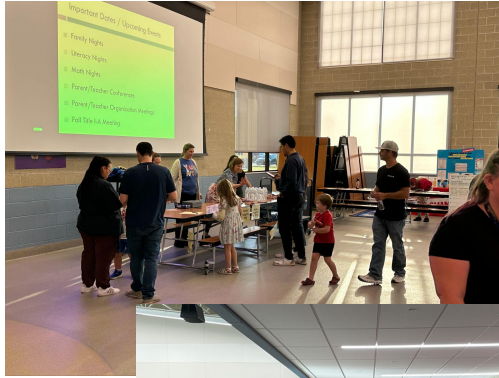
Character

# RH Kindness Award & Club

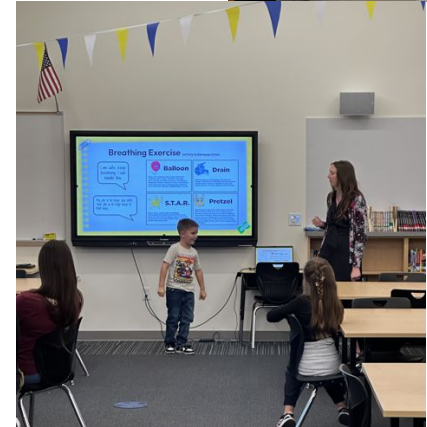
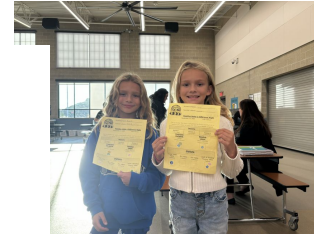
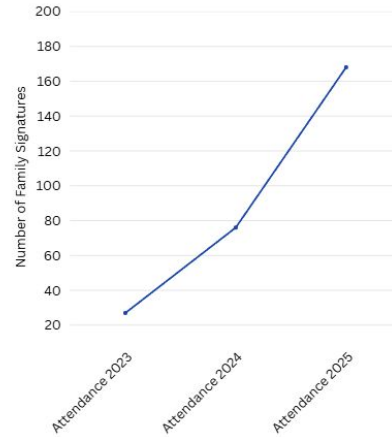




# RH Family Engagement 2025-2026



Families Make a Difference Night - September



# Parents Make a Difference Night



# RH Family Engagement 2025-2026

January 2026

280 Family Signatures for  
**Art, Culture, and Music Night**  
Estimated over 1000 present  
that evening



# Art, Culture, and Music Night at RH

# Creating Relationships is Exciting Work CREW





# COMPLEX PROBLEM SOLVING

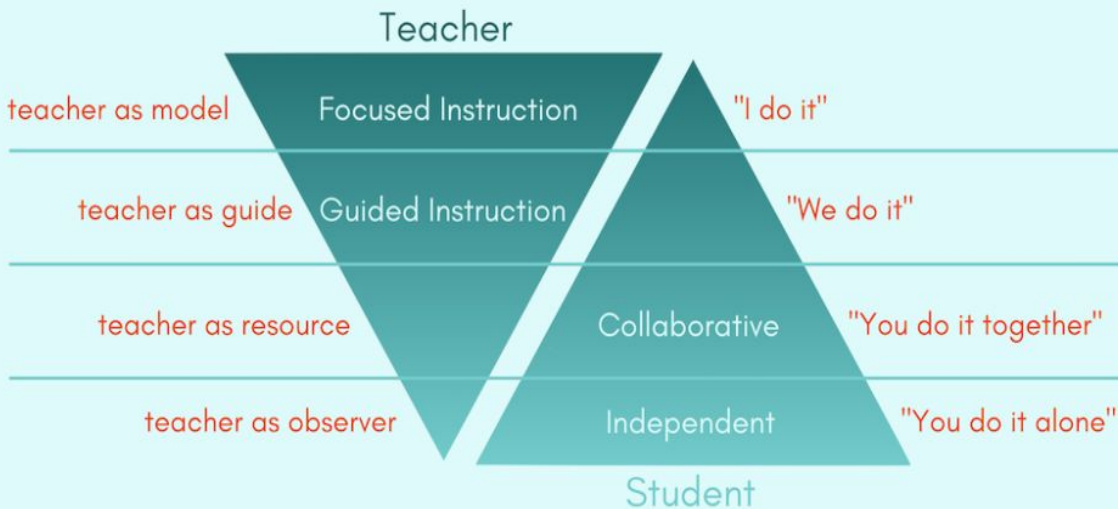
- I look at problems, think about the details, and give good answers.
- I think of new ideas and try different ways to solve problems.
- I think about what I see or hear to decide if it makes sense.
- I try new ways to solve problems when my first idea doesn't work.



# HSD Lesson Framework (gradual release/learning progression)



## Gradual Release of Responsibility



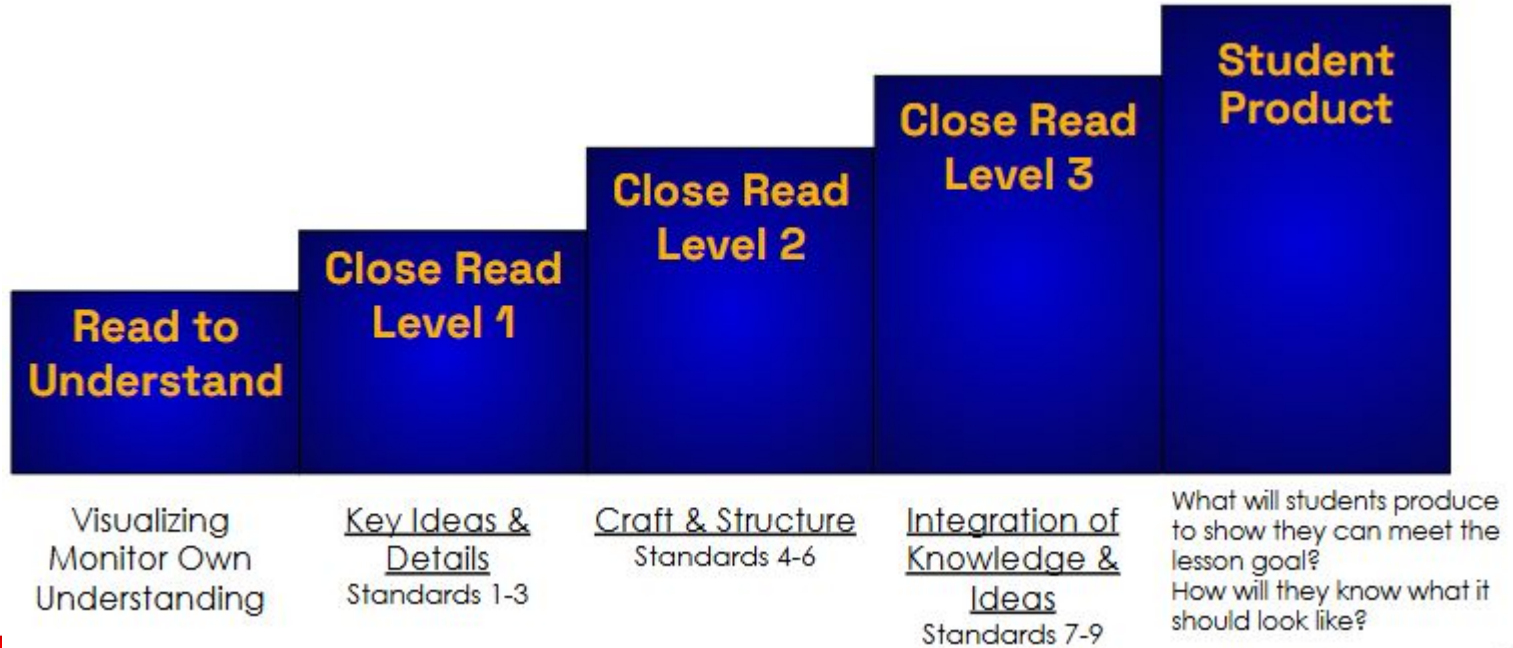
"Letting Go is Messy" Dr. Julie Webb and Dr. Sunday Cummins



# Complex Problem Solving



# Close Reading



# Complex Problem Solving

## EXAMINING DATA TO INFORM INSTRUCTIONAL

- What is the data suggesting?
- Is there other data that supports this?
- Have we fully considered other influences that might impact the data?

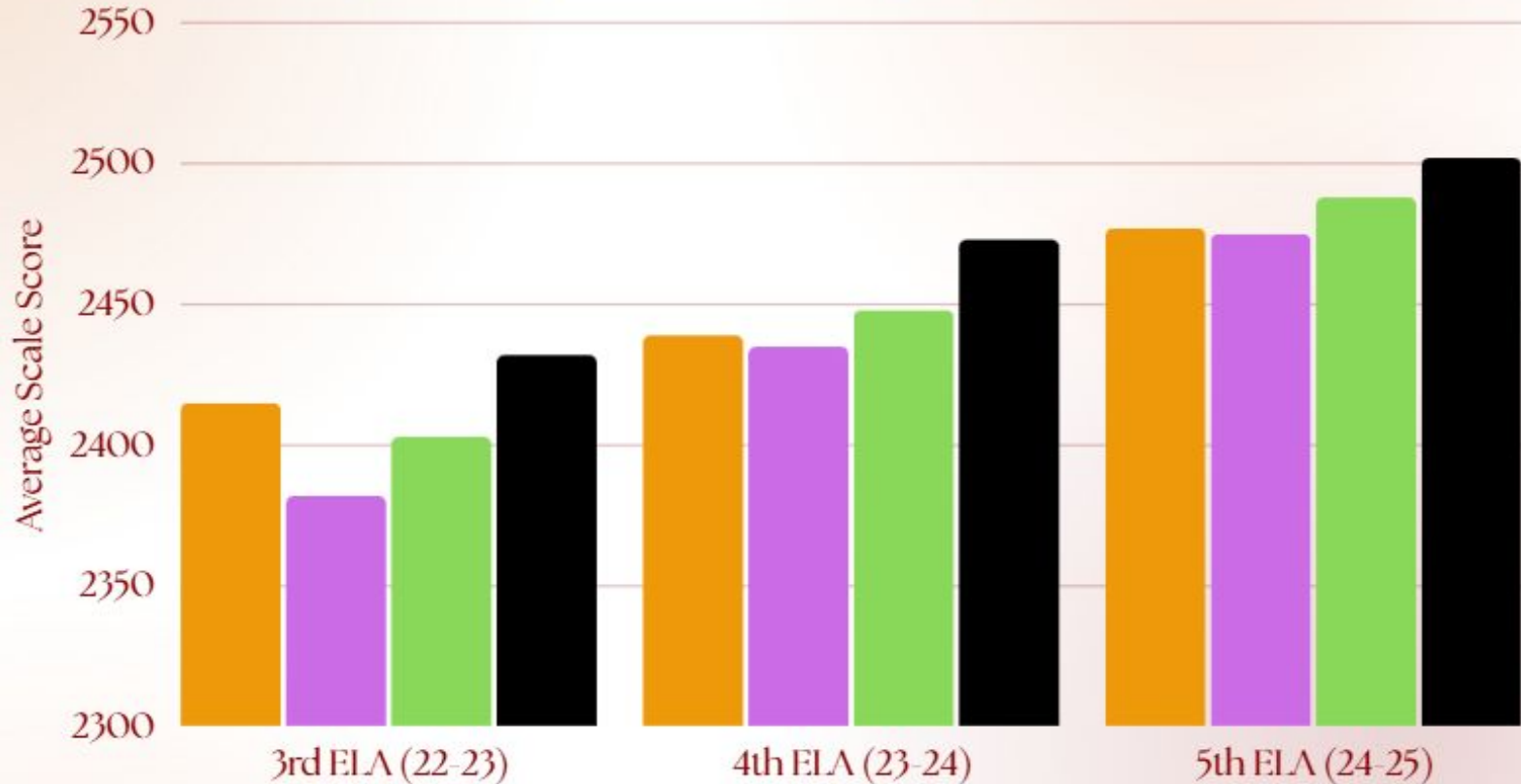




CULTIVATE opportunities. CELEBRATE achievements. CREATE future-ready learners.

# OSAS ELA Data

● LVES ● Hermiston SD ● Oregon ● Benchmark

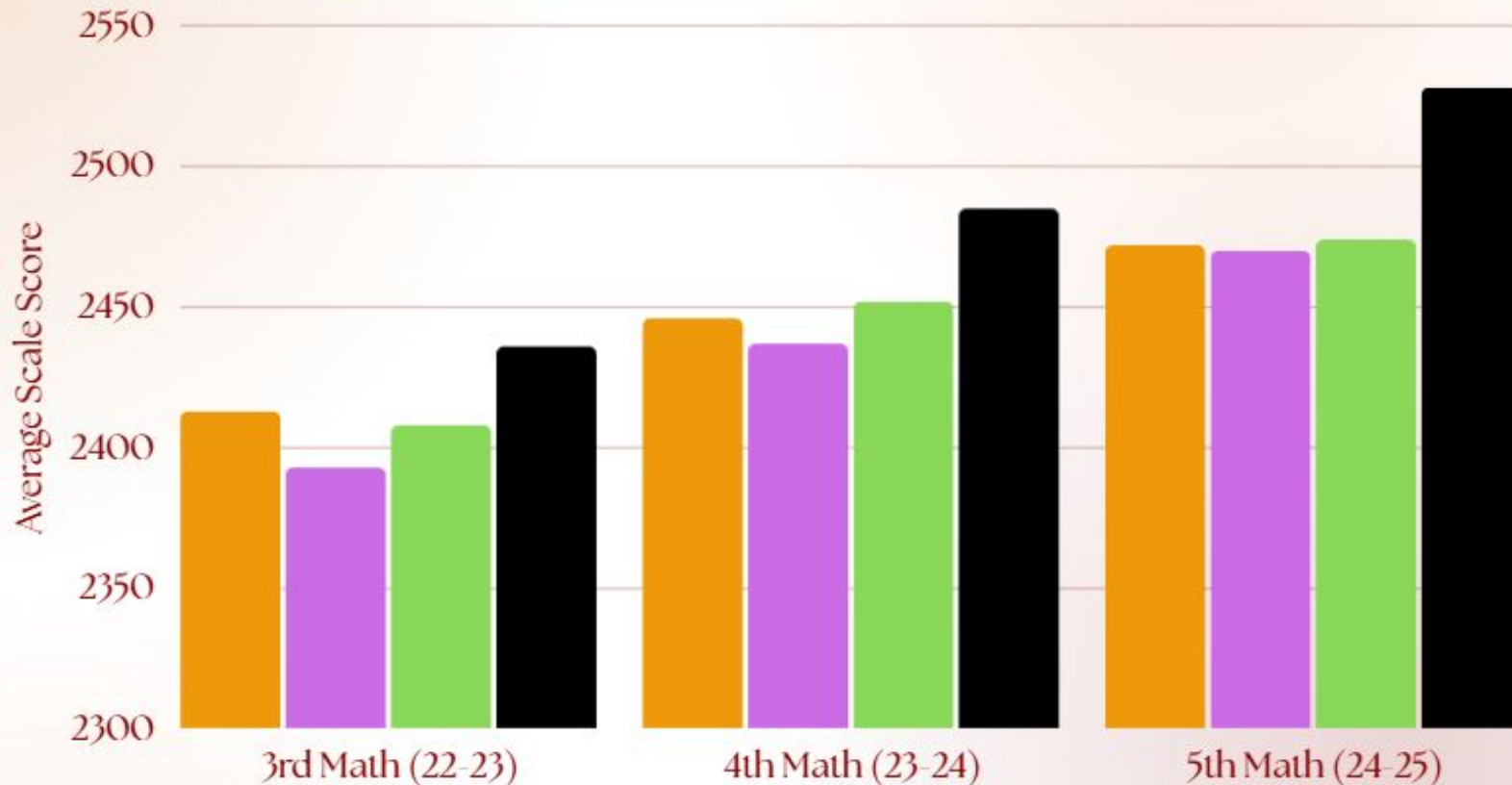




CULTIVATE opportunities. CELEBRATE achievements. CREATE future-ready learners.

# OSAS MATH Data

● IVES ● Hermiston SD ● Oregon ● Benchmark

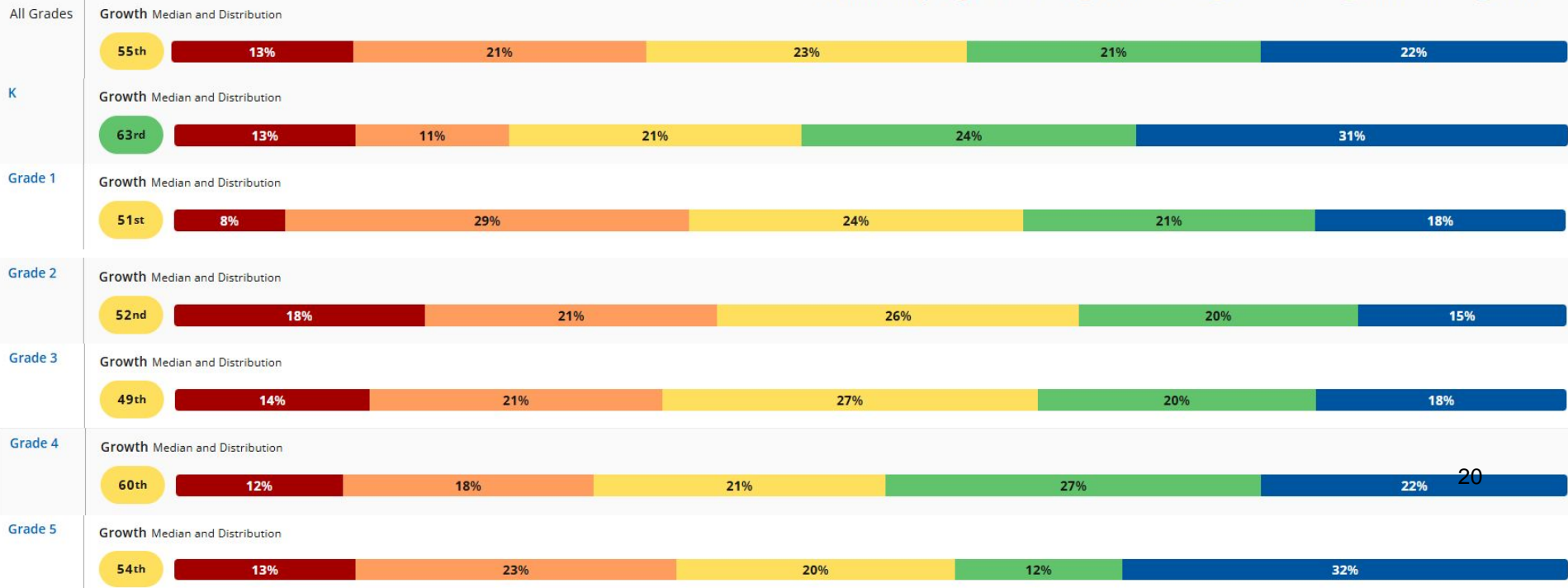




# Math

## MAP Fall to Winter Growth data

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>





CULTIVATE opportunities.

CELEBRATE achievements.

CREATE future-ready learners.

# ELA

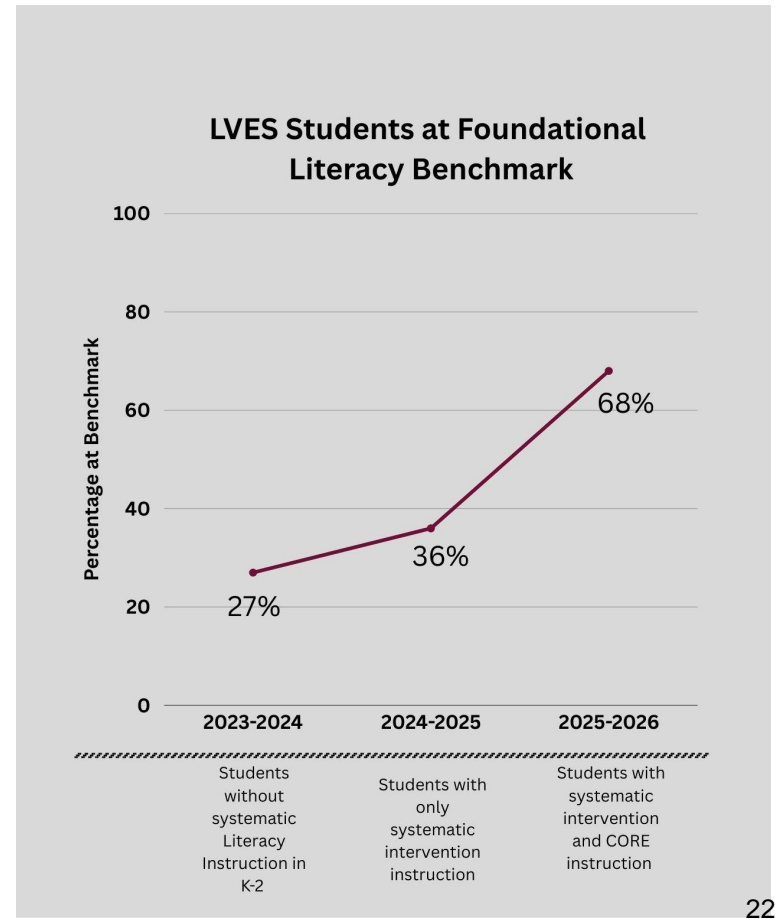
## MAP Fall to Winter Growth data

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

| Grade      | Median           | 1st - 20 <sup>th</sup> | 21st - 40 <sup>th</sup> | 41st - 60 <sup>th</sup> | 61st - 80 <sup>th</sup> | >80 <sup>th</sup> |
|------------|------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| All Grades | 58 <sup>th</sup> | 16%                    | 15%                     | 22%                     | 25%                     | 22%               |
| K          | 53 <sup>rd</sup> | 6%                     | 27%                     | 27%                     | 31%                     | 9%                |
| Grade 1    | 71 <sup>st</sup> | 10%                    | 12%                     | 16%                     | 33%                     | 29%               |
| Grade 2    | 73 <sup>rd</sup> | 9%                     | 8%                      | 22%                     | 20%                     | 41%               |
| Grade 3    | 50 <sup>th</sup> | 24%                    | 19%                     | 22%                     | 19%                     | 16%               |
| Grade 4    | 47 <sup>th</sup> | 24%                    | 12%                     | 29%                     | 24%                     | 11%               |
| Grade 5    | 54 <sup>th</sup> | 20%                    | 18%                     | 19%                     | 23%                     | 20%               |



# Foundational Literacy Growth Data

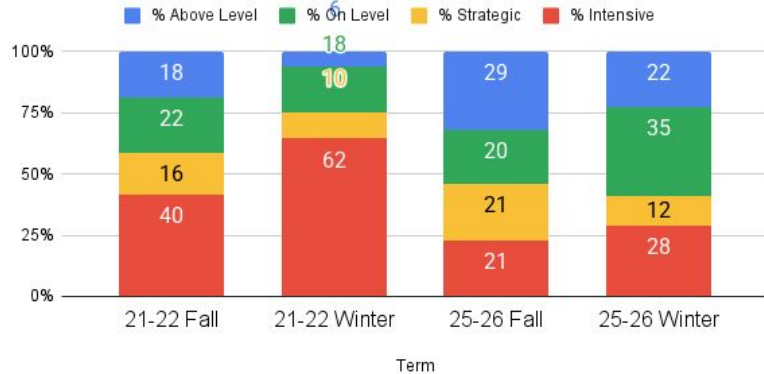


# Foundational Literacy Data

# RH Foundational Literacy Growth data

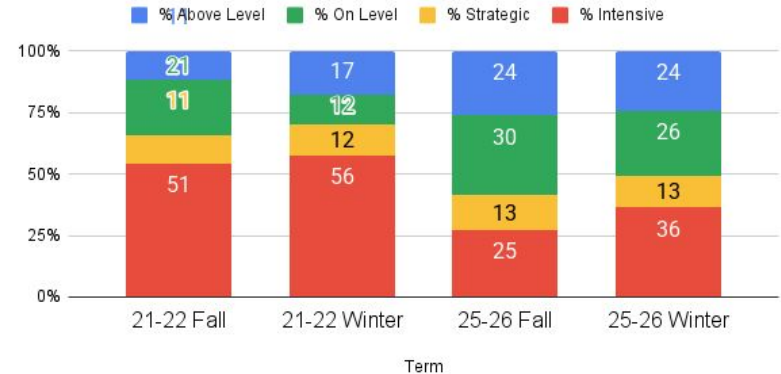
## Nonsense Word Fluency | WRC

2nd Grade Fall & Winter Achievement



## Oral Reading Fluency | Grade 2

Fall & Winter Achievement



# High Dosage Tutoring



 **More foundational literacy**

# Continued Literacy Growth into intermediate

Systematic Instruction to instill how smaller units of meaning (morphemes) combine to form words (e.g., "re-" + "mind" + "-ed" = reminded). Focus on roots, prefixes, and suffixes

## **ECRI (K-2) Curriculum**

-routines and gestures remain the same

## **MORPHOLOGICAL READING**

understanding the sounds within the words

**PHONOLOGY**

engaging with practice in breaking down the syllables

**SYLLABLES**

decoding through recognition of affixes and root/base words.

**MORPHOLOGY**



# **Advanced Word Analysis (AWA)**



**CULTIVATE** opportunities. **CELEBRATE** achievements. **CREATE** future-ready learners.

**Principal - Josh Browning**

**Dean of Students - Ivan Navarrete**

**Instructional Coach - DayLee Lathim**

**Reading Specialist - Ashlynn Burnett**

**Counselor - Shanna Griffin-Herman**

**Kindergarten Teacher - Renae Bartley**

**1st grade Teacher - Jammie Newton**

**5th grade Teacher - Tracy Culligan**



**Principal - Stefani Wyant**

**Dean of Students - Brian Frazier**

**Instructional Coach - Ibbet Radant**

**Reading Specialist - Madelyne Moore**

**Kindergarten Teacher - Wendy Jones**

**2nd grade Teacher - Brittanee Putman**

**3rd grade Teacher - Bobbi Phillips**

**4th grade Teacher - Alissa Lindeman**



# ELA

## MAP Fall to Winter Growth data





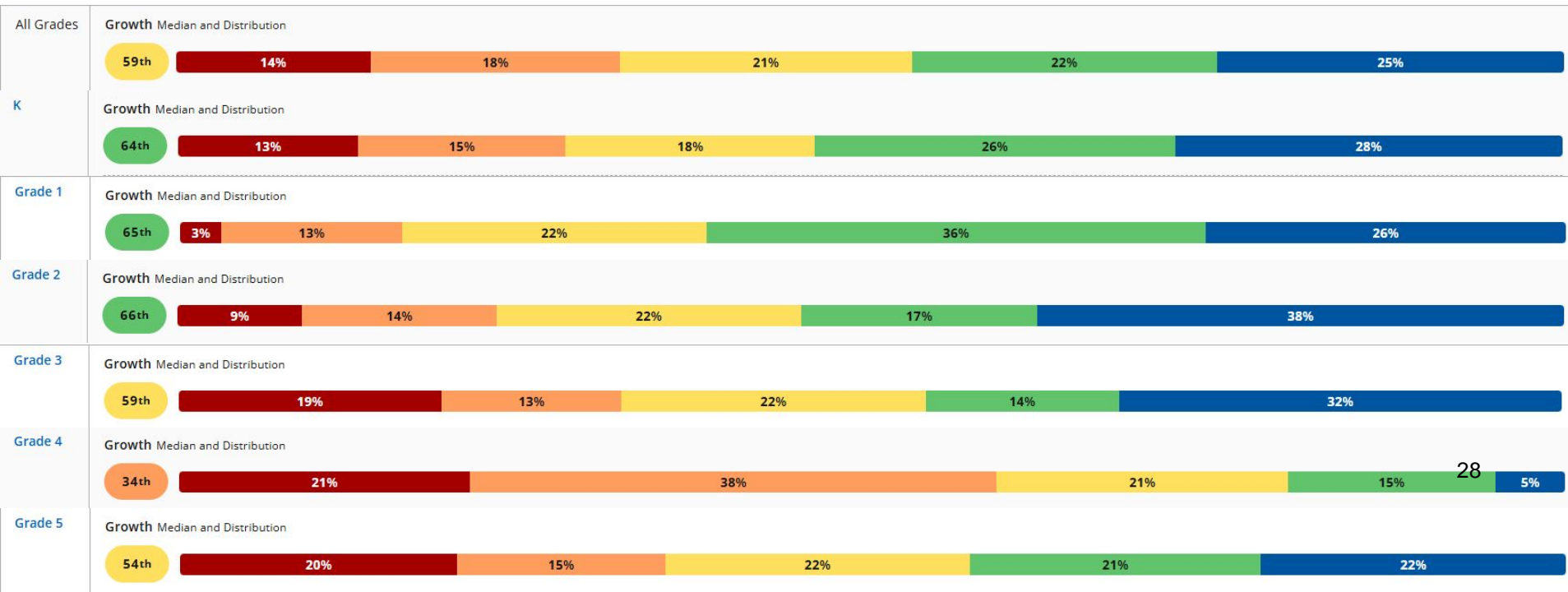
**CULTIVATE**  
opportunities.

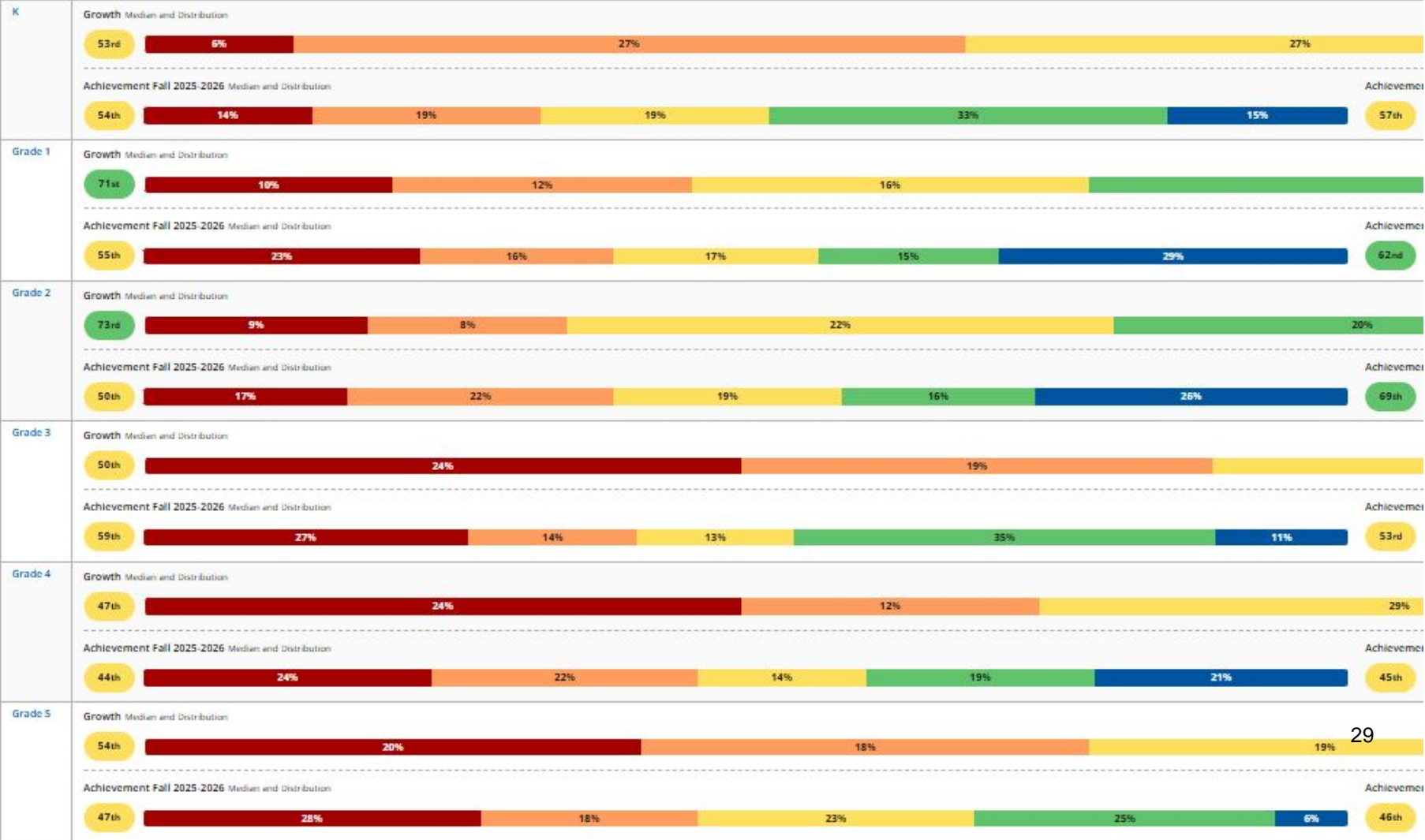
**CELEBRATE**  
achievements.

**CREATE**  
future-ready learners.

# Math

## MAP Fall to Winter Growth data





**BOARD OF EDUCATION  
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON  
HERMISTON, OREGON**

**PUBLIC COMMENT GUIDELINES**

Welcome. This is the time we reserve in our meeting for public comment.

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Is there anyone here tonight who would like to address the board?



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2025-26 Budget Planning Parameter Review  
2026-27 Budget Planning Preparation

February 23, 2026



# 2025-26 Budget Parameters

- Ending Fund Balance  
✓10.0%
- Student Enrollment Growth (ADMw)  
✓Flat ADMw (no growth)
- SSF Estimation  
✓\$11.3594B split 49/51
- Biennial Reserve Application  
✓\$1,450,000, if needed
- PERS Reserve Application  
✓\$1,250,000, if needed



# Ending Fund Balance

- Planned For:
  - Manage to no less than 10.0% revenue
- Projected:
  - Anticipate ending ~10%
    - 10.11% as of Dec 2025 Board Reports
    - Current projections include budgeted transfer of reserve funds to General Fund and deficit spending
  - 2025-2026 Ending Fund Balance Projected at \$9.6M, down from \$11.5M in 2024-2025.



# Student Enrollment (ADMw)

- Planned For:
  - Flat ADMw (no growth)
- Projected:
  - Second Period ADMw down approximately **162**
    - ADMr is down approximately **89**
    - SpEd weight down about **11** (11% Cap)
    - ELL weight is up **3**
    - Major change in Poverty Count, loss of **67** weights



# Small Area Income and Poverty Estimates (SAIPE) Program

<https://www.census.gov/data-tools/demo/saipe/#/>

| Year ↓ | ID      | Name                        | Grades | Total Population | Relevant Ages 5 to 17 | Relevant Ages 5 to 17 in Families in Poverty | Relevant Ages 5 to 17 Poverty Ratio |
|--------|---------|-----------------------------|--------|------------------|-----------------------|--|-------------------------------------|
| 2024   | 4106300 | Hermiston School District 8 | KG-12  | 30,052           | 5,894                 | 800  | 13.6                                |
| 2023   | 4106300 | Hermiston School District 8 | KG-12  | 29,889           | 5,891                 | 1,086  | 18.4                                |
| 2022   | 4106300 | Hermiston School District 8 | KG-12  | 29,949           | 5,866                 | 747  | 12.7                                |
| 2021   | 4106300 | Hermiston School District 8 | KG-12  | 29,864           | 6,030                 | 807  | 13.4                                |
| 2020   | 4106300 | Hermiston School District 8 | KG-12  | 27,439           | 5,329                 | 598  | 11.2                                |



# Student Enrollment (ADMw)

State School Fund Extended ADMw – uses higher of current vs previous year's ADMw.

2025-2026 Projected ADMw 6,655.75

2025-2026 ADMw (2nd Period) 6,493.55

**2024-2025 Final ADMw 6,655.03**

**2024-2025 ADMw will be used as Extended ADMw for remainder of 2025-2026.**



# State School Fund Estimate

- Budgeted for:
  - \$11.3594B Split 49/51 ~\$11,008/ADMw
- Actual \$11.3594B split 49/51:
  - Board Financial Reports based on 6/16/2025 Estimate \$11,031
  - Most Recent Estimate 2/20/2026 \$11,047
    - Higher \$/ADMw
    - Lower ADMw (2024-2025 ADMw)
    - Teacher Experience down from -2.13 to -2.39



## Biennial Reserve

- Current Biennial Reserve balance: \$2.89M
- Planned for:
  - Utilize \$1,450,000 transfer to General Fund, **if necessary**, to ensure program and staff continuity.
- Projected:
  - Will continue to monitor expenditures and revenue collections for remainder of fiscal year. Planned use of reserves will likely be necessary to meet 10% EFB.



## PERS Reserve

- Current PERS Reserve balance: ~ \$2.57M
- Planned for:
  - Utilize \$1,250,000 transfer to General Fund, **if necessary**, to ensure program and staff continuity.
- Projected:
  - PERS Rates up in 2025-2027 biennium, and expected to increase again next biennium.
  - Continue to monitor expenditures and revenue collections for remainder of fiscal year. Planned use of reserves likely necessary.



# 2026-27 Budget Preparation

- This Meeting
  - ADMw Assumption
  - EFB Assumption
- Following Meeting
  - \$/ADMw Assumption
  - Biennial & PERS Reserve Application



# Student Enrollment (ADMw)

- Student ADMw Growth
  - 50 ADMw
  - Flat(no growth) ADMw
  - +50 ADMw
- Recommendation: -50 ADMw
  - Justification
    - Significant decrease in current year enrollments K-12
    - Projecting kindergarten class around 350 (*same as current year*)
      - Live birth rates for our zip code continue to be volatile
    - Senior class of about 400 exiting

*Will trigger SSF Extended ADMw stop-loss, district paid at 2025-26 ADMw = ~162 ADMw less than 2024-25 ADMw*



# EFB Minimum

- Ending Fund Balance Minimum
  - 8% *Board Policy*
  - 10% *Past Practice*
  - \_\_% *Board's Discretion*
- Recommendation: Target 10% minimum
  - Justification
    - Managing Beginning Fund Balance
      - One-time spending
    - Uncertainty of federal funding
    - Ensure staff and program continuity
    - Financial strength and credit rating



## Between Now and March Meeting

- First 2026-2027 SSF Estimate to be released by the first Friday in March.
  - Second year of the biennium, typically more stable
  - State budget uncertainty causing more concern than prior years
- Refine accounts payable costs for next year
- Better understanding of retiree/staffing allocations for increased accuracy in payroll projections
- Preparing for Classified negotiations



# 2026-2027 Budget Parameters

- Student Enrollment Growth (ADMw)
  - 50 ADMw (*administrative recommendation*)
  - Flat ADMw (no growth)
  - +50 ADMw
  
- Ending Fund Balance
  - 8.0%
  - 9.0%
  - 10.0% (*administrative recommendation*)

## BOARD MEMBERS CALENDAR

**Fri Feb 27, 2026**

**7: 00pm – 9:00pm Grease School Edition**

**Where:** Hermiston High School Auditorium, 600 S 1<sup>st</sup> Hermiston

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Sat Feb 28, 2026**

**2: 00pm – 9:00pm Grease School Edition**

**Where:** Hermiston High School Auditorium, 600 S 1<sup>st</sup> Hermiston

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Mon March 2, 2026**

**Classified Week 3/2/2026 – 3/6/2026**

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**8:15am-9:15am Board Finance Committee Meeting**

**Where:** DO

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Tue March 3, 2026**

**Classified Week 3/2/2026 – 3/6/2026**

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Wed March 4, 2026**

**Classified Week 3/2/2026 – 3/6/2026**

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Thu March 5, 2026**

**Classified Week 3/2/2026 – 3/6/2026**

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Fri March 6, 2026**

**Classified Week 3/2/2026 – 3/6/2026**

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz

**Mon March 9, 2026**

**6:00pm-8:00pm Regular Board Meeting**

**Where:** DO

**Calendar:** Board Members

**Created by:** Rosa Cerda-Diaz