



*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**

November 19, 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 meet in Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(f) Confidential Information. 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 November 19, 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	
IV.	<b>6:20p - High School Student Report</b>	<b>8</b>
V.	<b>6:25p - Public to be Heard</b>	<b>9</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.	
VI.	<b>6:40p - Bargaining Group Updates</b>	<b>10</b>
VII.	<b>6:50p - Presentation to the Board</b>	
	A. Annual Nutrition Goal Report	11
	B. School District Debt Overview	33
VIII.	<b>7:15p - Superintendent's Reports</b>	<b>42</b>
	A. Announcements/Reports	
	B. Financial Report	43
	C. Enrollment Report	44
IX.	<b>7:30p - Consent Agenda</b>	<b>46</b>
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	47
	C. RHS Boys Basketball Trip to San Diego, CA	49

X.	<b>7:35p - Action Items</b>	
	A. Procurement Exemption: Construction Manager / General Contractor	52
	B. 25-26 Revised Certified and Student Calendars	62
	C. OSBA Elections	73
	D. Executive Session Complaint	96
XI.	<b>7:55p - Board Announcements and Discussion</b>	<b>97</b>
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XII.	<b>8:10p - Adjourn</b>	<b>98</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: November 19, 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 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)(e) Real Estate, and ORS 192.660(2)(f) Confidential Information. 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: November 19, 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:**

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 November 19, 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: BA: Board Goals

Date: November 19, 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   |

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**Summary / Background:**

Student Recognition: Glenfair Elementary

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Student Reports**

Type:  Action Item  Report / Presentation

Policy: BCBA-AR: Student Representative to Board and High School Reporter Guidelines

Date: November 19, 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   |

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**Summary / Background:**

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

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

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



*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: November 19, 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:**

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: November 19, 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:**

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: Wade Bakley, Managing Operations Officer

**Subject: Nutrition Services Goal - Superintendent Evaluation**

Type:  Action Item  Report / Presentation

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

Date: November 19, 2025

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input 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:**

This presentation outlines the goals for Nutrition Services as part of the Superintendent's 2025-2026 evaluation. The goals focus on improving nutrition and student satisfaction.

**Previous Board Action:**


Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

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

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

# Nutrition Superintendent Goals

Christy Foote, Director of Nutrition Services

November 19, 2025

# Superintendent's Goal: Improve Nutrition and Student Satisfaction



# Metrics of Assessment

- Track meal participation for each meal service. In addition, revenue can be tracked due to meals being reimbursable for each meal type.
- Conduct annual student satisfaction meal survey and focus groups. We have a baseline from our work during spring 2025. We look forward to seeing if scores show improvement next spring.
- Talk to students during meal service visits and listen to what kids are asking for and questioning whether we can provide those choices.

# Participation Tracking – District Wide



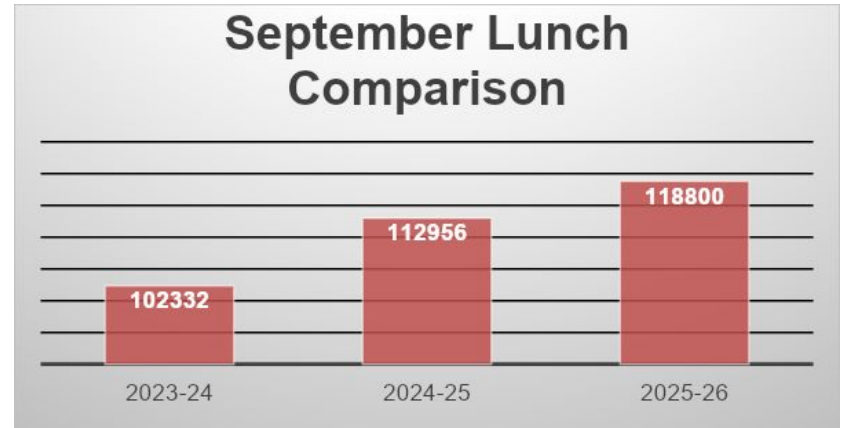
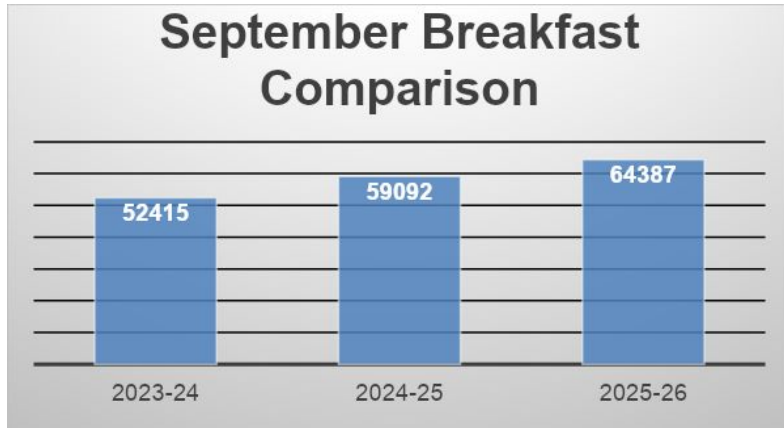
24-25 Totals District Wide*	Daily Breakfast Average	Monthly Breakfast Totals	% of Enrollment Being Served	Daily Lunch Totals	Monthly Lunch Totals	% of Enrollment Being Served	Days of Operations	Enrollment
September	2,955	59,092	29.27%	5,648	112,956	55.95%	20	10,095
October	3,271	71,967	33.70%	6,070	133,534	62.53%	22	9,707
November	3,279	45,907	34.02%	5,994	83,912	62.18%	14	9,940
December	3,108	46,616	32.28%	5,798	86,974	60.24%	15	9,626
January	3,125	53,122	32.42%	5,888	100,092	61.08%	17	9,639
February	3,153	53,602	32.75%	5,860	99,628	60.88%	17	9,627
March	3,291	42,787	34.27%	5,997	77,995	62.43%	13	9,605
April	3,295	69,197	34.21%	5,884	123,567	61.09%	21	9,632
May	3,162	66,396	33.01%	5,724	120,211	59.77%	21	9,578
June	3,178	25,421	33.27%	5,707	45,658	59.76%	8	9,550
<b>Totals</b>	<b>31,816</b>	<b>534,107</b>		<b>58,570</b>	<b>984,487</b>		<b>168</b>	

\*includes charters, pre-k, and non-school programs

# Participation Tracking – District Wide



25-26 Totals District Wide*	Daily Breakfast Average	Monthly Breakfast Totals	% of Enrollment Being Served	Daily Lunch Totals	Monthly Lunch Totals	% of Enrollment Being Served	Days of Operations	Enrollment
September	3,219	64,387	32.32%	5,940	118,800	59.63%	20	9,961



\*includes charters, pre-k, and non-school programs



## Student School Meals Satisfaction Survey

In spring 2025, students across elementary, middle, and high schools participated in the School Meals Satisfaction Survey to provide feedback on their cafeteria experiences. The survey captured both quantitative data (e.g., frequency of lunch participation, reasons for avoiding meals) and qualitative responses (likes, dislikes, and improvement suggestions). Over 1,000 students responded, making this one of our most robust student voice projects to date.

# Districtwide Trends

**Meal Participation:** Most students eat school lunch daily or a few times per week.

**Menu Awareness:** Nearly half of students don't know what is being served until they are in line.

**Top Barriers:** Common issues included food blandness, poor quality, portion size concerns, and long lunch lines.

**Favorite Foods:** Orange chicken, pizza, mashed potatoes, and tater tot casserole were most mentioned.

## Vegetable & Fruit Preferences:

Top choices: Whole fruit, sliced fruit, smoothies  
Ranch was the most popular dipping sauce

## Top Reasons Students Avoid Cafeteria Food

 Taste 578

 Quality 488

 Blandness 454

 Long lines 313

# Student Suggestion Highlights

From open-ended questions, students frequently requested:

**More flavorful options** (e.g., spicy, seasoned, or culturally relevant meals)

**Better quality ingredients**

**More menu variety** — particularly in vegetarian and hot entrée choices

Suggestions like:

“Food needs seasoning”

“Add more fresh stuff”

“Let us help vote on menu items”

“Add desserts sometimes”

“Improve portion size”

**Lunch lines too long**

**Customer service** — kinder responses from serving staff

# RHS Student Advisory Committee

Meeting held on  
May 21, 2025

6 students attended

## Meeting Agenda:

Introductions

Goal:

- To create a line of communication allowing insight into students' perspectives and motivations toward the cafeteria

Objectives:

- Educate the students of the USDA/ODE guidelines
- Critique menu strengths and weaknesses
- Explore service style options and current satisfaction with service

Activity:

- Sampling – Breakfast Entrees

# Student Suggestion Highlights

## **Menu items students would like to see available at lunch:**

Build your own Burrito/Rice bowls

Pasta options

Fruit bowls

Animal protein (Beef) with salads

Seasonings and sauces to help add more flavor

## **Favorites that we already serve:**

Parfaits

Tater Tots

English muffin breakfast sandwich

Condiment stations – Added spring 2025

**Breakfast Samples** – students liked most items. Out of the 6 items nutrition showcased two scored low and all the other items were rated 50/50 liked or disliked.

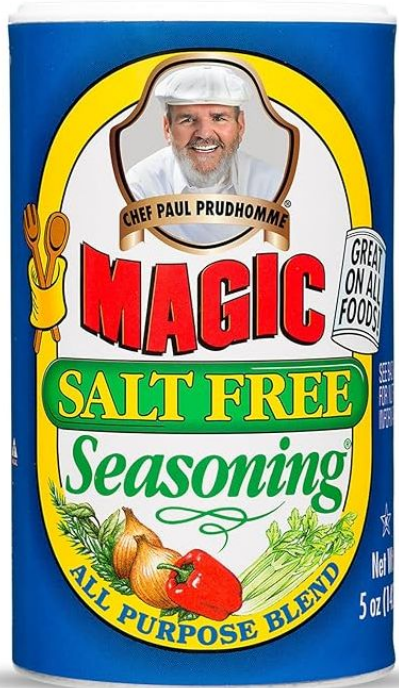
# Nutrition Next Steps

- ✓ Nutrition Services will prioritize changes based on grade-level feedback.
- ✓ Improve menu variety, portion size, and flavor profile. Support student's self-serve options to allow students to take what they will eat and to empower them to make some food choices they will eat rather than throw away.
- ✓ Review procurement contracts and get out new request for proposals for food items.
- ✓ Work on campaigns and advertising for new things happening with menu or new products. Budget for digital displays and other ways to advertise daily offerings.
- ✓ Continue working on items for the variety bars including options for students to build side salads with a selection of salad dressing options.
- ✓ Continue working on customer service.



What have we  
accomplished  
this fall?

# Flavor profile Enhancements



## Nutrition Facts

Serving Size 1/4 tsp. (0.6g)  
Serving Per Container about 227

Amount Per Serving

Calories 0

% Daily Value\*

Total Fat 0g 0%

Trans Fat 0g

Sodium 0mg 0%

Total Carb 0g 0%

Protein 0g 0%

Vitamin C 4%

\*Percent Daily Values are based on 2,000 calorie diet.

### Ingredients:

Chiles, toasted onion, brown sugar, onion, red bell pepper, bell pepper, dehydrated dehydrated garlic, green paprika, spices, vinegar powder.

Pure &  
full of flavor.

MSG  
FREE



Preservative  
free



Gluten free



Halal



Kosher



Addressing two areas of  
bland food feedback!  
Addressing the sodium  
restrictions in a creative  
way that meets regulations  
and secondly adding flavor.

# Procurement



We have gone through all our bids and have selected new items we haven't tried before.

We have found new vendors that qualify for our Farm To School Grant, and we have many orders in for new items such as Oregon processed pasta, curry sauce, and tamales to name a few.

We have reviewed all our commodity contracts and made some additional diversion decisions when ordering March 2025 to bring new items that are reduced sodium products we think students will like.

Enhancing the fruit options and identifying other options we can put on the variety bars students may enjoy as "extras" to enhance their meals and address portion size concerns.

Ordered equipment and kitchen supplies to support desired changes.

# Breakfast service update at Reynolds High School



Addresses menu variety, menu flexibility, and portion size



# Coming This December

Meatless Mondays  
Every 1<sup>st</sup> Monday of the Month

Addresses vegetarian variety



Scheduled for simplicity and easy remembering of when it is scheduled.

Offerings will not be limited to one day a month. The purpose is to highlight a non-meat item every month to create awareness of the options.

# Coming February or March to Elementaries

This will provide a way for elementary students to rate food quickly and in a fun way.

*\*disclaimer: idea and implementation still a work in progress*



These will be new items being offered and a way to get student feedback easily and efficiently.

We will be addressing the pizza concern during this event and trying a new vendor. We needed to address equipment needs and we are waiting for the arrival of those items.



# Any Questions?

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



## Reynolds Student Meal Survey Summary: 2025 School Board Report

**Overview** In Spring 2025, students across elementary, middle, and high schools participated in the School Meals Satisfaction Survey to provide feedback on their cafeteria experiences. The survey captured both quantitative data (e.g., frequency of lunch participation, reasons for avoiding meals) and qualitative responses (likes, dislikes, and improvement suggestions). Over 1,000 students responded, making this one of our most robust student voice projects to date.

### Districtwide Trends

- **Meal Participation:** The majority of students eat school lunch daily or a few times per week
- **Menu Awareness:** Nearly half of students don't know what is being served until they are in line
- **Top Barriers:** Common issues included food blandness, poor quality, portion size concerns, and long lunch lines
- **Favorite Foods:** Orange chicken, pizza, mashed potatoes, and tater tot casserole were most mentioned
- **Vegetable & Fruit Preferences:**
  - Top choices: Whole fruit, sliced fruit, smoothies
  - Ranch was the most popular dipping sauce



### Elementary School Trends

- Students enjoy familiar items like orange chicken and corn dogs
- Many students expressed dislike for pizza, often describing it as cold or bland
- Requests included: desserts, less noise in the cafeteria, and outside eating
- Most students said dipping sauces would not increase their veggie intake
- Nutrition staff were generally viewed positively

### Recommendations for Elementary

- Advertise menu locations and daily menus better
- Come up with innovative ideas for daily menus such as announcements, more prominent menus displayed, etc. Budget to purchase digital menu displays
- Improve cooking consistency and continue training on cooking procedures
- Explore lunchroom environmental changes (noise, seating) for future budgeting

### Middle School Trends

- HB Lee and Walt Morey had the highest response rates

- Students frequently reported eating from the cafeteria and had strong opinions about taste and quality
- Complaints included bland meals, oily foods, and long lines
- Students showed interest in fresh fruits and raw veggies (especially in smoothies)
- Positive feedback on staff friendliness

#### Recommendations for Middle School

- Test bold flavors and spice blends
- Offer student tastings and/or voting on new items
- Continue to work on fruit/salad bar variety with condiments
- Create advertising to help students build meals to address portion size comments. Budget to purchase digital displays for menu display
- Procure non-sodium-based seasonings students can use to address individual flavor profile perceptions
- Identify and resolve line management issues

#### High School Trends

- Students were the most critical and specific in their feedback
- Quality, portion size, and variety were key concerns
- Some felt interactions with Nutrition staff were negative or rushed
- High interest in customizable and culturally relevant meals

#### Recommendations for High School

- Reassess portion sizes for older students
- Create informational posters to help students build meals to address portion size concerns
- Budget to purchase digital displays for menus
- Offer tastings and/or voting on new items
- Emphasize staff training for respectful communication
- Continue working on ways to create global cuisine or themed meal days
- Procure non-sodium-based seasonings students can use to address individual preferences
- Identify and resolve serving line issues

#### Next Steps

- Nutrition Services will prioritize changes based on grade-level feedback.
- Improvements are underway in menu planning, kitchen operations, and student outreach.
- ✓ A “You Asked, We Listened” campaign will launch Fall 2025 to spotlight upcoming enhancements. We are working on what this will look like and the timeline. This could include ideas such as “Tried It Tuesday” tasting events and



tracking feedback from students, “You asked, We Listened” signage on items that are new or reformulated, etc. The Nutrition team is working on what this could look like for the upcoming school year.

✓ Meatless Mondays – Every first Monday of the month, highlight a vegetarian entrée selection. This will be a great way to highlight vegetarian entrees each month. *Highlighting the items on a specified day will allow students to know what day to look for these new items.* This does not mean this will be the

only day vegetarian options are available. Nutrition is brainstorming a way for students to report feedback on the item.

### Coming Soon:

- Review of procurement contracts. Create and complete processes for supplemental contracts to increase variety and procure more local, vegetarian, sugar and sodium reduced items, including salt free seasonings cooks and students can use to enhance meal flavor instead of salt.
- Work on advertising where the menu can be found and work on the menu display in cafeterias. Budget for digital displays for each cafeteria starting with secondary school and working towards all elementary schools.
- Continue working on items for variety bars including options for students to build side salads with a selection of dressings.
- Create new and innovative entrees such as build-your-own bars (potato bar, taco bar, etc.). Encourage more students’ self-serve options at the secondary schools. Studies show that if they build the options and select items for their meal, they are more likely to eat the food.
- Continue finding ways to incorporate student voice and a way to address feedback. Continue with student advisory panel meetings to preview product ideas and get feedback in real-time.
- Continue working on customer service and atmosphere of services

## What’s Next?

Here’s how the Nutrition Services team is responding to feedback on school meals.

- Expanding menu variety with new entrees and recipes
- Testing spicier and more flavorful dishes
- Using fresher, higher-quality ingredients

COMING  
SOON



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

To: Board of Directors

From: Holly Langan, Managing Financial Officer

**Subject: School District Debt Overview**

Type:  Action Item  Report / Presentation

Policy: DIC: Financial Reports and Statements

Date: November 19, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

This presentation will provide the Board an overview of the various types of school district debt, including the purpose of different types of debt, repayment requirements, and an overview of RSD's outstanding debt.

**Previous Board Action:**


Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

A black and white photograph of a large group of graduates sitting in rows of chairs, viewed from behind. They are wearing white gowns and black mortarboard caps. The image is partially obscured by a dark green diagonal overlay on the right side.

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# School District Debt Overview

Holly Langan, Managing Officer - Finance

November 2025

# Goals of the Presentation

- Provide high-level overview of types of debt school districts may incur for long- and short-term borrowing
- Detailed requirements and procedures for most borrowing methods are provided by OSBA
  - [Oregon School Bond Manual](#)
  - [Biennial Conference](#) (February 6, 2026)

# Purpose of Borrowing Funds

1. To finance capital improvements and/or major purchases that are too expensive for payment from current operating budgets
2. To make up for timing mismatches that occur between the receipt of property taxes and state funds and required expenditure.
3. To reduce an anticipated expense by paying a lower interest rate on a loan (ex: PERS bond)

# Funding Sources



Two types of borrowing methods:

1. Selling debt in the public market (bonds)
2. Short term lines of credit/loans and lease-purchase agreements (longer term loans)

Note: A ***Local Option Operating Levy*** is an additional property tax. It is additional revenue, not a loan or bond.

# Overview of Debt Types



CHARACTERISTIC	GENERAL OBLIGATION BONDS	Full Faith and Credit Obligations (FFCO)	SHORT-TERM BORROWING (Fixed rate loans, Line of Credit)
<b>Project Types</b>	Capital purchases	Capital purchases	Cash flow issues
<b>Authorization</b>	Board resolution and voter approval of bond levy	Board resolution	Board resolution
<b>Payment of Debt</b>	Collection of additional property taxes specifically for payment of principal and interest	District's existing resources within general fund	District's future resources from taxes, grants, or bonds
<b>Notes</b>	Oregon School Capital Improvement Matching (OSCIM) program provides supplemental grant funds to eligible districts that pass a local bond measure for capital costs	Considered higher risk by investors because loan is not backed by ability to levy additional property taxes; higher interest rates	These are credit agreements (issue notes, warrants, short-term promissory notes, commercial paper or other obligations) to provide interim or emergency financing

## Bonds:

- Facilities bonds are repaid from the collection of taxes specifically approved by voters
- Pension Obligation Bonds (PERS Bonds) are paid through deduction from State School Fund payment

## Full Faith and Credit Obligations & Short-Term Borrowing:

- Repayment is from the General Fund

# RSD Debt Summary



<b>Fiscal Year</b>	<b>General Obligation Bonds Requirements (Fund 315)</b>	<b>FFC Obligation Bonds Requirements (Funds 100, 400 CEP)</b>	<b>PERS UAL Obligation Bonds Requirements (Fund 350; 100 SSF)</b>	<b>Total</b>
2026	15,019,374	1,625,850	9,810,000	26,455,224
2027	14,866,568	1,625,850	10,905,000	27,397,418
2028	9,353,164	1,624,250	5,160,000	16,137,414
2029	9,331,326	1,626,050	-	10,957,376
2030	9,610,576	1,626,050	-	11,236,626
2031-2035	52,322,250	7,458,250	-	59,780,500
2036-2038	11,424,000	400,000	-	11,824,000
<b>Total</b>	<b>\$121,927,257</b>	<b>\$15,986,300</b>	<b>\$25,875,000</b>	<b>\$163,788,557</b>



# Questions?

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

Date: November 19, 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:**

Superintendent Caropelo will provide announcements and reports to the Board:

- a. Superintendent Report – Frank Caropelo
- b. Financial Report – Holly Langan
- c. Enrollment Report – Kate McLaughlin

**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 October 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	\$ 48,323,635	41.9%	\$ 66,619,684	\$ 114,943,319	\$ (342,136)	
Other State School Fund	32,806,224	33,875,384	35,258,060	41,706,943	168,215	0.4%	34,734,785	34,903,000	(6,803,943)	
<b>State School Fund Formula</b>	<b>128,976,414</b>	<b>136,826,205</b>	<b>143,923,312</b>	<b>156,992,398</b>	<b>48,491,850</b>	<b>30.9%</b>	<b>101,354,469</b>	<b>149,846,319</b>	<b>(7,146,079)</b>	
Local Sources	3,022,599	3,048,772	4,537,567	2,699,000	920,101	34.1%	\$ 1,778,899.00	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	85,000	100.0%	\$ -	85,000	-	
<b>All Other Sources</b>	<b>6,511,613</b>	<b>6,193,230</b>	<b>7,446,067</b>	<b>7,839,000</b>	<b>1,005,101</b>	<b>12.8%</b>	<b>6,833,899</b>	<b>7,839,000</b>	<b>-</b>	
<b>Total Operating Revenues</b>	<b>\$ 135,488,027</b>	<b>\$ 143,019,434</b>	<b>\$ 151,369,379</b>	<b>\$ 164,831,398</b>	<b>\$ 49,496,951</b>	<b>30.0%</b>	<b>\$ 108,188,368</b>	<b>\$ 157,685,319</b>	<b>\$ (7,146,079)</b>	
Beginning Fund Balance	37,766,147	26,681,850	20,618,328	10,000,000	10,210,100	102.1%		10,210,100	210,100	
<b>TOTAL RESOURCES</b>	<b>\$ 173,254,174</b>	<b>\$ 169,701,284</b>	<b>\$ 171,987,707</b>	<b>\$ 174,831,398</b>	<b>\$ 59,707,051</b>	<b>34.2%</b>	<b>\$ 108,188,368</b>	<b>\$ 167,895,419</b>	<b>\$ (6,935,979)</b>	
<b>REQUIREMENTS BY OBJECT</b>										
<b>Operating Expenditures</b>										
	By Object									
Salaries	\$ 70,161,704	\$ 75,362,331	\$ 78,477,438	\$ 78,247,819	\$ 15,489,393	19.8%	\$ 59,237,189	\$ 74,726,582	\$ 3,521,237	
Associated Payroll Costs	34,264,947	37,544,405	41,684,230	47,977,676	9,209,700	19.2%	35,804,259	45,013,959	2,963,717	
Purchased Services	27,991,765	26,832,809	33,354,553	32,581,873	9,651,719	29.6%	23,984,322	33,636,041	(1,054,168)	
Supplies and Materials	8,434,821	4,360,608	4,504,373	4,664,277	1,579,135	33.9%	2,605,346	4,184,481	479,796	
Capital Outlay	1,297,508	1,161,753	388,088	155,000	74,475	48.0%	-	74,475	80,525	
Other Objects	1,719,446	1,993,596	1,920,988	1,697,280	1,496,441	88.2%	35,329	1,531,770	165,510	
Transfers	2,702,133	1,827,455	1,447,937	1,050,000	1,000,000	95.2%	50,000	1,050,000	-	
<b>Total Operating Expenditures</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 161,777,607</b>	<b>\$ 166,373,925</b>	<b>\$ 38,500,863</b>	<b>23.1%</b>	<b>\$ 121,716,445</b>	<b>\$ 160,217,308</b>	<b>\$ 6,156,617</b>	
Contingencies									-	
Unappropriated Ending Fund Balance				8,457,473					8,457,473	
<b>TOTAL REQUIREMENTS</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 161,777,607</b>	<b>\$ 174,831,398</b>	<b>\$ 38,500,863</b>	<b>22.02%</b>	<b>\$ 121,716,445</b>	<b>\$ 160,217,308</b>	<b>\$ 14,614,090</b>	
Ending Fund Balance	\$ 26,681,850	\$ 20,618,328	\$ 10,210,100					\$ 7,678,111		
<b>REQUIREMENTS BY FUNCTION</b>										
<b>Operating Expenditures</b>										
	By Function									
Instruction	\$ 75,949,684	\$ 86,050,468	\$ 98,370,445	\$ 101,002,292	\$ 20,486,206	20.3%	\$ 78,795,677	\$ 99,281,882	\$ 1,720,410	
Support Services	47,568,680	57,463,767	61,521,259	63,830,294	16,760,586	26.3%	42,645,844	59,406,430	4,423,864	
Enterprise and Community Services	164,321	155,960	237,966	291,339	54,072	18.6%	224,924	278,996	12,343	
Facilities Acquisition and Construction	-	-	-	-	-			-	-	
Other Uses	1,963,350	2,902,130	1,647,937	1,250,000	1,200,000	96.0%	50,000	1,250,000	-	
<b>Total Operating Expenditures</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 161,777,607</b>	<b>\$ 166,373,925</b>	<b>\$ 38,500,864</b>	<b>23.1%</b>	<b>\$ 121,716,445</b>	<b>\$ 160,217,308</b>	<b>\$ 6,156,617</b>	
Contingencies									-	
Unappropriated Ending Fund Balance				8,457,473					8,457,473	
<b>TOTAL REQUIREMENTS</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 161,777,607</b>	<b>\$ 174,831,398</b>	<b>\$ 38,500,864</b>	<b>22.0%</b>	<b>\$ 121,716,445</b>	<b>\$ 160,217,308</b>	<b>\$ 14,614,090</b>	
Ending Fund Balance	\$ 47,608,139	\$ 23,128,960	\$ 10,210,100					\$ 7,678,111		
Ending Fund Balance % of Revenue	27.48%	13.63%	5.94%					4.57%		

# Enrollment Report as of November 12, 2025

	Actual	Projected	Difference
Elementary Total	3803	3807	-4
Middle School Total	1926	1983	-57
High School Total	2616	2599	17
<b>Reynolds Total</b>	<b>8,345</b>	<b>8,389</b>	<b>-44</b>
Charter Total	1,267		
<b>Total Reynolds and Charters:</b>	<b>9,612</b>		

Elementary Enrollment By Grade Level and Class										
School	K	1st	2nd	3rd	4th	5th		Total	Last Year vs This Year	
Alder	14	26	26	18	26	27				
	15			19	13	13				
Dual Language	23	23	21	21	26	19				
									Nov 2024	Change
<b>Total</b>	<b>52</b>	<b>49</b>	<b>47</b>	<b>58</b>	<b>65</b>	<b>59</b>		<b>330</b>	342	-12
<b># of Classes</b>	3	2.0	2.0	3	2.5	2.5		<b>15</b>		
<b>Average Class Size</b>	17.33	24.50	23.50	19.33	26.00	23.60		<b>22.00</b>		
Davis	20	22	21	22	31	31				
Dual Language (K)	20	22	21	21	33	30				
	7	14	21	24					Nov 2024	Change
<b>Total</b>	<b>47</b>	<b>58</b>	<b>63</b>	<b>67</b>	<b>64</b>	<b>61</b>		<b>360</b>	299	61
<b># of Classes</b>	2.5	2.5	3	3	2	2		<b>15</b>		
<b>Average Class Size</b>	18.80	23.20	21.00	22.33	32.00	30.50		<b>24.00</b>		
Fairview	21	18	23	24	24	23				
	21	17	23	21	24	26				
STEP	1	3	5	5					Nov 2024	Change
<b>Total</b>	<b>43</b>	<b>38</b>	<b>51</b>	<b>50</b>	<b>48</b>	<b>49</b>		<b>279</b>	302	-23
<b># of Classes</b>	2	2	2	2	2	2		<b>12</b>		
<b>Average Class Size</b>	21.50	19.00	25.50	25.00	24.00	24.50		<b>23.25</b>		
Glenfair	23	18	21	20	25	34				
	23	20	22	21	26	34				
	23	19	21	21	26					
									Nov 2024	Change
<b>Total</b>	<b>69</b>	<b>57</b>	<b>64</b>	<b>62</b>	<b>77</b>	<b>68</b>		<b>397</b>	502	-105
<b># of Classes</b>	3	3	3	3	3	2		<b>17</b>		
<b>Average Class Size</b>	23.00	19.00	21.33	20.67	25.67	34.00		<b>23.35</b>		
Hartley	20	24	21	25	32	35				
	21	22	21	28	31	35				
			22						Nov 2024	Change
<b>Total</b>	<b>41</b>	<b>46</b>	<b>64</b>	<b>53</b>	<b>63</b>	<b>70</b>		<b>337</b>	311	26
<b># of Classes</b>	2	2	3	2	2	2		<b>13</b>		
<b>Average Class Size</b>	20.50	23.00	21.33	26.50	31.50	35.00		<b>25.92</b>		
Margaret Scott	26	27	28	25	24	29				
	27	27	27	24	24	31				
		12	14	11	13				Nov 2024	Change
<b>Total</b>	<b>53</b>	<b>66</b>	<b>69</b>	<b>60</b>	<b>61</b>	<b>60</b>		<b>369</b>	365	4
<b># of Classes</b>	2	2.5	2.5	2.5	2.5	2		<b>14</b>		
<b>Average Class Size</b>	26.50	26.40	27.60	24.00	24.40	30.00		<b>26.36</b>		

<b>Salish Ponds</b>	23	26	21	27	24	29			Nov 2024	Change
	23	26	20	26	23	30				
<b>Total</b>	<b>46</b>	<b>52</b>	<b>41</b>	<b>53</b>	<b>47</b>	<b>59</b>	<b>298</b>		325	-27
<b># of Classes</b>	2	2	2	2	2	2	<b>12</b>			
<b>Average Class Size</b>	23.00	26.00	20.50	26.50	23.50	29.50	<b>24.83</b>			
<b>Sweetbriar</b>	17	19	26	21	13	14			Nov 2024	Change
	17	21	25	21	12	14				
					15	13				
<b>Total</b>	<b>34</b>	<b>40</b>	<b>51</b>	<b>42</b>	<b>40</b>	<b>41</b>	<b>248</b>		265	-17
<b># of Classes</b>	2	2	2	2	1.5	1.5	<b>11</b>			
<b>Average Class Size</b>	17.00	20.00	25.50	21.00	26.67	27.33	<b>22.55</b>			
<b>Troutdale</b>	28	26	19	27	34	29			Nov 2024	Change
	27	25	19	28	34	30				
			23							
Life Skills	1	9	2	3	6	5				
<b>Total</b>	<b>56</b>	<b>60</b>	<b>63</b>	<b>58</b>	<b>74</b>	<b>64</b>	<b>375</b>		371	4
<b># of Classes</b>	2	2	3	2	2	2	<b>13</b>			
<b>Average Class Size</b>	28.00	30.00	21.00	29.00	37.00	32.00	<b>28.85</b>			
<b>Wilkes</b>	18	23	23	19	30	25			Nov 2024	Change
	19	24	21	18	29	25				
	23	22	22	21	17	14				
		19								
Life Skills	1	4	5	5	3	4				
<b>Total</b>	<b>61</b>	<b>92</b>	<b>71</b>	<b>63</b>	<b>79</b>	<b>68</b>	<b>434</b>		458	-24
<b># of Classes</b>	3	4	3	3	2.5	2.5	<b>18</b>			
<b>Average Class Size</b>	20.33	23.00	23.67	21.00	31.60	27.20	<b>24.11</b>			
<b>Woodland</b>	19	22	21	29	31	26			Nov 2024	Change
	20	22	21	32	30	25				
		21	22							
Life Skills	2	10	3	8	7	5				
<b>Total</b>	<b>41</b>	<b>75</b>	<b>67</b>	<b>69</b>	<b>68</b>	<b>56</b>	<b>376</b>		376	0
<b># of Classes</b>	2	3	3	2	2	2	<b>14</b>			
<b>Average Class Size</b>	20.50	25.00	22.33	34.50	34.00	28.00	<b>26.86</b>			
<b>Elementary Total</b>	<b>543</b>	<b>633</b>	<b>651</b>	<b>635</b>	<b>686</b>	<b>655</b>	<b>3803</b>		3916	-113
<b>Total # of Classes</b>	<b>25.50</b>	<b>27.00</b>	<b>28.50</b>	<b>26.50</b>	<b>24.00</b>	<b>22.50</b>	<b>154.00</b>			
<b>Total Average Class Size</b>	<b>21.29</b>	<b>23.44</b>	<b>22.84</b>	<b>23.96</b>	<b>28.58</b>	<b>29.11</b>	<b>24.69</b>			

### Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Nov 2024	Change
<b>HB Lee MS</b>	182	211	205					<b>598</b>	726	-128
<b>Reynolds MS</b>	288	282	257					<b>827</b>	712	115
<b>Walt Morey MS</b>	172	177	152					<b>501</b>	521	-20
<b>RHS + Middle College</b>				657	636	575	553	<b>2421</b>	2408	13
<b>RLA</b>					28	45	122	<b>195</b>	184	11
<b>Secondary Total</b>	<b>642</b>	<b>670</b>	<b>614</b>	<b>657</b>	<b>664</b>	<b>620</b>	<b>675</b>	<b>4542</b>	4551	-9

### Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total	Nov 2024	Change
<b>Arthur Academy</b>	29	31	27	28	28	25		<b>168</b>	169	-1
<b>HOLLA</b>	20	20	19	20	21	21		<b>121</b>	96	25
<b>MLA</b>	45	48	47	48	48	46	284	<b>566</b>	559	7
<b>Rockwood Prep</b>	79	79	70	66	66	52		<b>412</b>	389	23
<b>Charter Total</b>	<b>173</b>	<b>178</b>	<b>163</b>	<b>162</b>	<b>163</b>	<b>144</b>	<b>284</b>	<b>1267</b>	1213	54



*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: November 19, 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   |

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**Summary / Background:**

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. RHS Boys Basketball Trip to San Diego, CA

**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**

October 22, 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)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(e) Real Estate. Executive Session is closed to the public.

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

- Vice Chair Joyce Rosenau called the October 22, 2025 Business Meeting to order at 6:09p.

**A. Roll Call**

**B. Consider Approval of the October 22, 2025 Agenda**

**C. Pledge of Allegiance**

**D. Land Acknowledgement**

- Read into the record by Director Aaron Muñoz.

**E. Mission and Vision**

- Read into the record by Vice Chair Joyce Rosenau.

**III. 6:10p - Recognition**

**A. Student Recognition: Troutdale Elementary**

**B. Resolution 2025-2026-010 Native American Heritage Month**

- Read into the record by Director Aaron Muñoz.

**C. Resolution 2025-2026-011 Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement Access to Schools**

- Read into the record by Director Ana Gonzalez Muñoz.

**IV. 6:20p - High School Student Reports**

**V. 6:25p - Public to be Heard**

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

**VI. 6:40p - Bargaining Group Updates**

**VII. 6:50p - Presentation to the Board**

**A. Fall Achievement Data: Acadience, iReady, and STAR**

- Middle Schools still have math intervention and acceleration block options.
- These assessments are done in the classroom setting with the classroom teacher.

**B. 2024-25 OSAS / ELPA Results**

- Is there a progress monitoring tool for ELPA?
- Students will have the option of answering OSAS math questions in Spanish this year.

**C. Division 22 Assurances**

- ODE development the curriculum or the opioid lessons with the Oregon Health Authority. They are free lessons and are required.

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

**A. Announcements/Reports**

**B. Financial Report**

**C. Enrollment Report**

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

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

Yea: 6, Nay: 0

**A. Approval of Personnel Order**

**B. Approval of Prior Meeting Minutes**

**C. Resolution 2025-2026-010 Native American Heritage Month**

**D. Resolution 2025-2026-011 Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement Access to Schools**

**E. RHS JROTC Field Trip to Lebanon, Oregon**

**X. 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 Aaron Muñoz and seconded by Patty Carrera, Passed.

Yea: 6, Nay: 0

**XI. 7:40p - Board Announcements and Discussion**

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

**B. Upcoming Board Meetings**

**XII. 7:55p - Adjourn**

- Vice Chair Joyce Rosenau adjourned the October 22, 2025 meeting at 7:54p.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Boys Basketball Trip to San Diego**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: November 19, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

The boys' basketball team will travel to San Diego to participate in the Surf N Slam Tournament. This tournament will help build team comradery and gain new experiences while traveling and competing against teams from other regions. Student athletes will gain valuable skills in teamwork, communication, perseverance, and leadership which can translate from the court to the classroom. The team plans to depart RHS on December 26 and return on December 31.

**Previous Board Action:**

The Board is responsible for approving all overnight trips.

**Financial Implications:**

The estimated cost for this trip is \$15,000. The majority of the cost will be paid through the boys basketball ASB funds. Each student will be asked to contribute \$250. Students will be provided with fundraising opportunities. Lack of financial resources will not prohibit any student from attending.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS boys basketball team trip to San Diego, CA as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# 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: Wade Bakley, Managing Operations Officer

**Subject: Procurement Exemption: Construction Manager / General Contractor**

Type:  Action Item       Report / Presentation

Policy: DJC: Bidding Requirements

Date: November 19, 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 Construction Manager / General Contractor (CM/GC) method of procurement to replace the cooling tower at Reynolds High School.

**Previous Board Action:**

The Board previously approved a Design/Build procurement exemption in September 2025 for renovations to RHS for a dental assisting program.

**Financial Implications:**

We will be reimbursed for a portion of this project through HB 1149 funds. The rest of the project funds will come from the district's construction excise tax funds.

**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 Construction Manager / General Contractor procurement method to install a new cooling tower at Reynolds High School.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**FINDINGS OF FACT  
FOR EXEMPTION FROM COMPETITIVE BIDDING AND  
THE USE OF THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR  
(CM/GC) METHOD OF CONTRACTING FOR REYNOLDS SCHOOL DISTRICT  
REYNOLDS HIGH SCHOOL COOLING TOWER REPLACEMENT**

**1. General**

ORS 279C.335 (2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition and that the process will result in substantial cost savings to the School District. The Reynolds School District (“District”), through its School Board, acts as the Local Contract Review Board (“LCRB”) for the District.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410 (8), a public Agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting Agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

ORS 279C.330 defines “Findings” and identifies specific information to be provided as a part of the District justification. Under ORS 279C.335 (5) a public hearing must be held before the findings are adopted, allowing an opportunity for interested parties to comment on the draft findings.

**PURPOSE OF THESE FINDINGS: The Reynolds School District will hold a public hearing as required by ORS 279C. 335 and makes the following findings with respect to the issue of whether Reynolds High School Cooling Tower Replacement Project, as defined herein, should be exempt from competitive bidding. The District seeks to utilize the CM/GC method of alternative method of contracting. The Findings of Facts apply to the CM/GC method of public improvement Projects described below, in accordance with ORS 279C.335 (2).**

**2. Background**

Reynolds High School has a failing cooling tower that serves a large portion of the building cooling. The tower itself is currently operating below 50% efficiency, putting a strain on the chiller unit that works in tandem with the tower and which can only achieve half of its intended temperature reduction. The project will focus on the replacement of the Cooling Tower and any associated mechanical units, chilled water supply/chilled water return (CWS/CWR) piping, pumps, direct digital controls upgrades, chemical treatment systems and associated roof work. The selection of this procurement method will allow the district to procure the cooling tower using an early work amendment at an appropriate time in the project timeline to mitigate the long lead time for this equipment.

**Available Bidders:**

This project is a highly technical HVAC replacement project with the potential for complex design challenges. Successful project delivery will be dependent on selecting an experienced contractor, not necessarily the lowest competitive bid. The CM/GC delivery method gives

the local contracting authority the opportunity to evaluate and select a contractor based on their qualifications and experience with similar projects.

**Public Benefits:**

The HVAC equipment in question, the cooling tower, is close to failure. This project is addressing an acute need to replace this crucial cooling component for the high school as soon as possible to avoid any negative impacts to the use of the building. Using the CM/GC delivery method will allow the district to begin design and enter a contract with a GC much earlier than traditional design bid build. This will allow the contractor to both provide crucial value engineering and construction input during design and give them the ability to order the replacement cooling tower in advance of completing the construction documents. This ability is crucial to mitigate the lead time of the equipment and allow for a more timely installation.

**FINDINGS OF FACT  
SUMMARY FINDINGS**

Use of the CM/GC process for the Reynolds High School Cooling Tower Replacement complies with the criteria outlined in ORS 279C.335 (2):

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within the findings below.
2. The exemption will result in substantial cost savings to the District. The District has found several areas in which substantial cost savings to the District will be achieved. Also, value will be added to the Projects that could not otherwise be obtained.

**SPECIFIC FINDINGS** which substantiate the summary findings are as follows:

1. **The CM/GC will be selected through a competitive process in accordance with the qualifications-based selection process authorized by the District. Therefore, it is unlikely that the awarding of the construction contract for the Projects will encourage favoritism or substantially diminish competition. This finding is supported by the following:**
  - A. **SOLICITATION PROCESS:** Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least once on OregonBuys.
  - B. **FULL DISCLOSURE:** To ensure full disclosure of all information, the Request for Proposals solicitation package will include:
    - a. Detailed Description of the Projects
    - b. Contractual Terms and Conditions
    - c. Selection Process
    - d. Evaluation Criteria

- e. Role of Evaluation Committee
  - f. Provisions for Comments
  - g. Complaint Process and Remedies Available
- C. **COMPETITION:** As outlined below, the District will follow processes which maintain competition in the procurement of a CM/GC.
- a. The District anticipates that competition for this contract will be similar to that experienced in other Projects of this type. The competition will remain open to all qualifying proposers.
  - b. The District has been communicating with the construction contracting community as well as the engineering consulting community about the CM/GC contracting method.
  - c. The evaluation and solicitation process employed will be open and impartial. Selection will be made on the basis of final proposal scores derived from price and other components, which expand the ground of competition beyond price alone to include experience, quality, innovation factors, etc.
  - d. The competitive process used to award subcontracts for all competitively bid construction work will be specified in the CM/GC contract and will be monitored by the District. The District will designate in the contract the proposed percentage of construction work that must be subcontracted and may not be self performed by the CM/GC.
- D. **SELECTION PROCESS:** Other highlights of the selection process will include:
- a. A pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
  - b. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
    - Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
    - Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
    - Proposals will independently be scored by the voting members of the

Evaluation Committee. Scores will then be combined and assigned to the proposals.

- The Evaluation Committee will convene to select from the highest-scoring proposers, finalist(s) who may be invited for formal interviews.
  - The Evaluation Committee may conduct interviews if the district feels it is in the best interest of the project.
  - The Evaluation Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Evaluation Committee will rank the proposers, and provide an award recommendation.
  - The Reynolds School District will negotiate a contract with the top-ranked firm. If an agreement cannot be reached, the District will have the option to enter into an agreement with the second-ranked firm, and so forth.
- c. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the District Office. Any questions, concerns, or protests about the selection process will be subject to the requirements of the OAR 137-249-0450, must be in writing, and must be delivered to the Reynolds School District within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.
- d. The contract achieved through this process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's general conditions and fee makes up 10-15% of the total cost, and will be evaluated as one of the scoring criteria. General Conditions, which include supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 10%. The CM/GC's fee must be within the industry standard range of 3-5%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the Projects will be awarded through open competitive processes, at either the general contractor or subcontractor level.

**2. FINDING: The awarding of construction contract(s) for the Projects using the CM/GC method will likely result in substantial cost savings to the District. This finding is supported by the following information required by ORS 279C.335 (2) (b) and ORS 279C.330.**

**A. OPERATIONAL, BUDGET, FINANCIAL DATA**

- a. BUDGET: The District has a fixed budget available for the Projects that cannot be exceeded. The completion date cannot be exceeded. Early reliable pricing provided by the CM/GC or other alternatively contracted contractor during the design phase will reduce the potential for time delays due to later discovery of

higher-than-anticipated costs and consequent changes of direction.

- b. **LONG TERM COSTS:** The Projects will require expertise regarding the constructability and long-term cost/benefit analysis of innovative design. That knowledge is best obtained directly from the construction industry. Many decisions will be required during the design process that will encompass immediate feedback on constructability and pricing. Under the traditional design-bid-build process, there is a high risk of increased change orders and schedule impacts for Projects of this size and complexity. Since there are significant costs associated with delay, time is of the essence. The CM/GC process will assist in providing a scope of work and constructible design that best meet the requirements of the Projects with significantly lower risk to the Projects costs. Involving the CM/GC during design will allow Projects risks to be addressed early and teamwork between the District, the design consultant, and the construction contractor (CM/GC) to minimize those risks.
- c. **FEWER CHANGE ORDERS:** When the CM/GC participates in the design process, fewer change orders occur during Projects construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the Projects are more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of Projects management for both the District and the contractor.
- d. **GMP CHANGE ORDERS COST LESS:** The fewer CM/GC change orders discussed above will be processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The GMP method applies lower predetermined markups.
- e. **SAVINGS:** Under the GMP method the District will enjoy the full savings, if actual costs are below the GMP. When the CM/GC completes the Projects, any savings between the GMP and the actual cost accrue to the District.
- f. **CONTRACTOR'S FEE IS LESS:** Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a consequence, the overhead and profit fee is generally in the 3-5% range, and the contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.
- g. **FUNDING SOURCE:** The District intends to fund the Project from state and federal funds along with donated sources to include: CTE Revitalization Grant, United Way of the Mid-Willamette Valley and various other public/ private sources.

## **B. PUBLIC BENEFITS**

- a. **TIME SAVINGS:** Use of CM/GC or other alternative contracting methods 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 and provide for completion of the Projects by

the due date. It becomes critical to maintain both the schedule and budget of these Projects that the coordination of the District personnel and their facilities be fully evaluated and understood, and that construction work proceeds throughout with all necessary care given to the safety security of the Districts students and personnel.

- b. **COST SAVINGS:** The Projects will benefit from the active involvement of a CM/GC contractor or other alternative contracting method during the design process in the following ways:
  - The contractor's input regarding the constructability and cost-effectiveness of various alternatives will guide the design toward the most economic choices.
  - Consideration of the specific equipment available to the contractor will allow the designer to implement solutions that utilize the capacity of that equipment.
  - The contractor will be able to provide current and reliable information regarding the cost of materials that are experiencing price volatility and the availability of scarce materials.
  - The contractor will also be able to order materials while design is being completed in order to avoid inflationary price increases and provide the lead-time that may be required for scarce materials.
- c. **GUARANTEED MAXIMUM PRICE (GMP) ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS:** The CM/GC will be able to obtain a complete understanding of the District's needs, the architect's design intent, the scope of the Projects, and the operational needs of the individual School Projects by participating in the construction document phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvement and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the District for constructing the Projects.

### **C. VALUE ENGINEERING**

**WITH THE DESIGN-BID-BUILD PROCESS:** If the District were to utilize the design-bid-build method, the contractor would not participate in this evaluation. In conducting value engineering under the design-bid-build approach, a value engineering consultant is hired to participate in the design and cost evaluation process. This process adds extra costs and administrative complications, without providing the same benefits of early contractor participation.

**WITH CM/GC:** The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process. An essential part of each construction Projects is the value engineering evaluation. Value engineering is the means used to determine the best Projects design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor

participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the Projects.

The CM/GC method has the benefit of:

- the ability to set the schedule
- the ability to sequence work; and
- commitment from the contractor to implement the design within the schedule and budget.

Through integrated participation, a Projects scope and design evolve that has greater value for the owner and is not likely to be the same Projects created by the design-bid-build method.

- D. **SPECIALIZED EXPERTISE:** Early selection of the CM/GC creates more informed, better-quality decision making by the Projects construction team. A more efficient construction team saves the District money.

The construction Projects are highly complex because that involve significant construction over a short, mandated period of construction. Use of a CM/GC in conjunction with the team approach will result in a better coordinated Projects, speedy completion, and minimize disruption to operations. The CM/GC clarifies several critical variables valuable to the Projects design. The CM/GC: guarantees the maximum price (GMP) to complete the Projects; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final Projects design within the GMP; and participates as an essential member of the Projects design and construction team.

Several benefits of participation by the CM/GC on this Projects will be realized: developing the design documents to reflect the best work plan that accommodates the District, the design team, and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on 2022 Bond Projects; the most cost effective route through the campus and buildings for the various utilities; and to help in adjusting the work plan when the needs change along the way. This component cannot be addressed by the usual design/bid/build method of construction because the usual method is skewed towards the lowest bidder.

- E. **PUBLIC SAFETY:** All work must be coordinated to avoid safety and security risks to the students, faculty, and the general public and to ensure efficiency in construction. The coordination between the District, designer and the CM/GC will assure coordination of work and consideration for the safety of vehicular and pedestrian paths crossed by the Projects. In addition, CM/GC contracting of the Projects will ensure that public safety and security is being effectively managed in a “fast track” mode to minimize delays.
- F. **IMPACT ON SOURCES OF FUNDING: Granting the exemption from competitive bidding will not affect funding sources for this Project.**
- G. **MARKET CONDITIONS:** As well as the multitude of construction market factors that exist today in Oregon (e.g., competition of other Projects, environmental issues that limit

construction materials, variable bid market, high unemployment, etc.), the difficulty in establishing the best work sequence complicates our ability therefore, to accurately estimate the cost of this Projects. The economy today makes it necessary for many contractors to bid for jobs for which they might not be qualified. Alternative contracting methods will be more likely to result in a more experienced and better suited contractor for the particular Projects than the usual complete procurement. The complexities which need to be addressed to accomplish the tasks are not well served by the usual competitive procurement as the lowest bidder may not be the most experienced contractor to perform the work.

- G. **TECHNICAL COMPLEXITY:** Technical expertise will be required for environmental management, quality management, scheduling, estimating, meeting sustainable facilities standards and guidelines, and ensuring energy efficiency. The complexity and scheduling issues discussed in the Background section above will require special expertise. However, the Projects will draw upon existing skills and capabilities available in the construction community, as the Projects presents overall challenges similar to those faced on many public works Projects. Specialized skills will be required of the CM/GC to negotiate and price multiple options and schedule complex tasks. A high level of coordination among the District and all the design and construction entities is required and facilitated by the CM/GC approach.
- H. **REDUCING RISK:** As previously mentioned, using the CM/GC project delivery method will allow for an early contract to be entered into with the GC, which will in turn allow for the soonest possible procurement of the replacement cooling tower. The lead time of the replacement equipment is significant and the sooner it is ordered the sooner the replacement can take place. Time is of the essence to complete this repair to limit the risk of the existing Cooling Tower failing.
- I. **VALUE ENGINEERING:** Bringing on the GC early in the design process with the CM/GC method will also allow the contractor to weigh in on design early at the initial schematic design (SD) phase, providing potential cost savings to the district. We also plan on directing the contractor to perform investigative demolition to ascertain the condition of existing HVAC building infrastructure related to the operation of the cooling tower to identify as much additional scope as possible ahead of the cooling tower replacement. Investigating supply and return piping, associated pumps and chiller units will allow any problems to be factored into the design early, avoiding costly change orders later in the project.
- J. **FUNDING SOURCES:** The District intends to fund the Project from Construction Excise Tax revenue.
- K. **RENOVATION:** This project will entail a large-scale HVAC equipment replacement of the Cooling Tower at Reynolds High School
- L. **OCCUPANCY:** The public improvement will be unoccupied during construction.
- M. **SINGLE PHASE:** It is the intent of Reynolds School District to construct the Project under a single phase of construction.

N. **PROJECT MANAGER:** Reynolds School District will enlist the assistance of Bob Collins and Andrew Lent as OTAK CPM Owners Representatives and Project Managers to assist with the public improvement contract. Reynolds School District School District will enlist Garrett Hemann Robertson P.C. to assist the District with legal counsel and legal enforcement of the public improvement contract.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: 2025-2026 Certified and Student Calendar Revisions**

Type:  Action Item       Report / Presentation

Policy: IC/ICA: School Year/School Calendar

Date: November 19, 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 student calendars and staff work calendars for the 2025-2026 school year have been revised to include 6 furlough days.

**Previous Board Action:**

Student calendars: policy IC/ICA calls for the board to approve the school year calendar annually. Certified calendars: Article 7 of the REA CBA requires Board approval of work calendars.

**Financial Implications:**

The 6 furlough days will reduce general fund expenditures by \$3.3 million.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the revised 2025-26 calendars for students and certified staff.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# Elementary Certified Staff 2025-2026 Calendar



AUGUST 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	NC
25	26	27	28	NC

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
H	2	3	4	5
8 (T)	9	10	11	12
15 (P)	16	17	18	19
22 (T)	23	24	25	26
29 (P)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	NC
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10	H	12	13	14
17 (T)	18	19	20	21
24	25	26	NC	NC

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
NC	NC	NC		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			NC	NC
5	6	7	8	9
12 (T)	13	14	15	16
H	20	21	22	23
26	27+	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	11	12	13
NC	17	18	19	20
23 (P)	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (T)	3	4	5	6
9 (P)	10	11	12	13
16 (T)	17	18	NC	NC
NC	NC	NC	NC	NC
F	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	10
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (T)	5	6	7	8
11 (P)	12	13	14	15
18 (T)	19	20	21	22
H	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8	9	F	F	F
F	F	17	18	19
22	23	24	25	26
29	30			

SCHOOL HOURS	
<b>Alder, Davis, Glenfair, Hartley, Margaret Scott, Salish Ponds, Sweetbriar, Wilkes, Woodland:</b> 7:45a to 2:15p (8:55a Monday late start)	
<b>Fairview and Troutdale:</b> 8:15a to 2:45p (9:25a Monday late start)	

CALENDAR KEY	
NC / H / F	Non-Contract Day or Holiday (8/29; 9/1; 10/10; 11/11; 11/27-28; 12/22-31; 1/1-2; 1/19; 2/16; 3/19-27; 5/25); Furlough Day (3/30; 6/10-16)
○	Planning Day (9/15, 10/13, 2/23, 4/13, 5/11)
△	Grading Day (11/10, 1/26, 4/10, 6/8)
□	Workday (8/25&28, 6/9), Conference Prep (11/24), or Midyear Planning Day (1/5)
+	Start of New Semester (1/27)
◇	First / Last Day for Students (F = 9/2; L = 6/5)
○	Prof Development (8/26-27)
■	New Teachers (8/18-21)
✓	Conferences (11/25-26)
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start

# Middle School Certified Staff 2025-2026 Calendar



AUGUST 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	NC
25	26	27	28	NC

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
H	2	3	4	5
8 (T)	9	10	11	12
15 (P)	16	17	18	19
22 (T)	23	24	25	26
29 (P)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	NC
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10	H	12	13	14
17 (T)	18	19	20	21
24	25	26	NC	NC

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
NC	NC	NC		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			NC	NC
5 (P)	6	7	8	9
12 (T)	13	14	15	16
H	20	21	22	23
26	27	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	11	12	13
NC	17	18	19	20
23 (P)	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (T)	3	4	5	6
9 (P)	10	11	12	13
16 (T)	17	18	NC	NC
NC	NC	NC	NC	NC
F	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	10
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (T)	5	6	7	8
11 (P)	12	13	14	15
18 (T)	19	20	21	22
H	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8	9	F	F	F
F	F	17	18	19
22	23	24	25	26
29	30			

SCHOOL HOURS
<p><b>H.B. Lee Middle School, Reynolds Middle School, Wait Morey Middle School:</b></p> <p>8:15a to 3:00p (9:25a Monday late start)</p>

CALENDAR KEY	
NC / H / F	Non-Contract Day or Holiday (8/29; 9/1; 10/10; 11/11; 11/27-28; 12/22-31; 1/1-2; 1/19; 2/16; 3/19-27; 5/25); Furlough Day (3/30; 6/10-16)
	Planning Day (9/15, 10/13, 2/23, 4/13, 5/11)
	Grading Day (11/10, 1/23, 4/10, 6/8)
	Workday (8/25&28, 6/9), Conference Prep (11/24), or Midyear Planning Day(1/26)
	Start of New Semester (1/27)
	First / Last Day for Students (F = 9/2 for 6th grade, 9/3 for all; L = 6/5)
	Prof Development (8/26-27)
	New Teachers (8/18-21)
	Conferences (11/25-26)
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start

# Reynolds High School Certified Staff 2025-2026 Calendar



AUGUST 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	NC
25	26	27	28	NC

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
H	2	3	4	5
8 (T)	9	10	11	12
15 (P)	16	17	18	19
22 (T)	23	24	25	26
29 (P)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	NC
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10	H	12	13	14
17 (T)	18	19	20	21
24	25	26	NC	NC

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
NC	NC	NC		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			NC	NC
5 (P)	6	7	8	9
12 (T)	13	14	15	16
H	20	21	22	23
26	27	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	11	12	13
NC	17	18	19	20
23 (P)	24	25	26	27

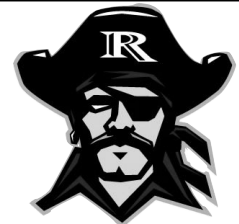
MARCH 2026				
MON	TUE	WED	THU	FRI
2 (T)	3	4	5	6
9 (P)	10	11	12	13
16 (T)	17	18	NC	NC
NC	NC	NC	NC	NC
F	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	10
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (T)	5	6	7	8
11 (P)	12	13	14	15
18 (T)	19	20	21	22
H	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8	9	F	F	F
F	F	17	18	19
22	23	24	25	26
29	30			

**SCHOOL HOURS**  
8:45a to 3:45p  
(9:55a Monday late start)



CALENDAR KEY	
NC / H	Non-Contract Day or Holiday (8/29; 9/1; 10/10; 11/11; 11/27-28; 12/22-31; 1/1-2; 1/19; 2/16; 3/19-27; 5/25); Furlough Day (3/30; 6/10-16)
○	Planning Day (9/15, 10/13, 2/23, 4/13, 5/11)
△	Grading Day (11/10, 1/26, 4/10, 6/8)
□	Workday (8/25&28, 6/9), Conference Prep (11/24)
+	Start of New Semester (1/27)
1/2	1/2 Finals and 1/2 Midyear Planning (1/22&23; 6/4&5)
◇	First / Last Day for Students (F = 9/2 for 9th grade, 9/3 for all; L = 6/4 for seniors, 6/5 for all)
○	Prof Development (8/26-27)
■	New Teachers (8/18-21)
✓	Conferences (11/25-26)
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start
★	Graduation 6/11

# Reynolds Learning Academy Certified Staff 2025-2026 Calendar



AUGUST 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	NC
25	26	27	28	NC

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
H	2	3	4	5
8 (T)	9	10	11	12
15 (P)	16	17	18	19
22 (T)	23	24	25	26
29 (P)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	NC
13 (P)	14+	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10	H	12	13	14
17 (T)	18	19	20	21
24	25	26	NC	NC

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (T+)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
NC	NC	NC		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			NC	NC
5 (P)	6	7	8	9
12 (T)	13	14	15	16
H	20	21	22	23
26	27+	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	11	12	13
NC	17	18	19	20
23 (P)	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (T)	3	4	5	6
9 (P+)	10	11	12	13
16 (T)	17	18	NC	NC
NC	NC	NC	NC	NC
F	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	10
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (T+)	5	6	7	8
11 (P)	12	13	14	15
18 (T)	19	20	21	22
H	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8	9*	F	F	F
F	F	17	18	19
22	23	24	25	26
29	30			

**SCHOOL HOURS**  
8:45a to 3:45p  
(9:55a Monday late start)



CALENDAR KEY	
NC / H	Non-Contract Day or Holiday (8/29; 9/1; 10/10; 11/11; 11/27-28; 12/22-31; 1/1-2; 1/19; 2/16; 3/19-27; 5/25); Furlough Day (3/30; 6/10-16)
○	Planning Day (9/15, 10/13, 2/23, 4/13, 5/11)
△	Grading Day (11/10, 1/23, 4/10, 6/8)
□	Workday (8/25&28, 6/9), Conference Prep (11/24), or Midyear Planning Day(1/26)
+	Start of New Hexter (10/14, 12/1, 1/27, 3/9, 5/4)
◇	First / Last Day for Students (F = 9/2 for new students, 9/3 for all; L = 6/4 for seniors, 6/5 for all)
▭	Prof Development (8/26-27)
■	New Teachers (8/18-21)
✓	Conferences (11/25-26)
★	Graduation (6/9)
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start

# Community Transition Program Certified Staff 2025-2026 Calendar



AUGUST 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	NC
25	26	27	28	NC

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
H	2	3	4	5
8 (T)	9	10	11	12
15 (P)	16	17	18	19
22 (T)	23	24	25	26
29 (P)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	NC
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10	H	12	13	14
17 (T)	18	19	20	21
24	25	26	NC	NC

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
NC	NC	NC		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			NC	NC
5 (P)	6	7	8	9
12 (T)	13	14	15	16
H	20	21	22	23
26	27	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	11	12	13
NC	17	18	19	20
23 (P)	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (T)	3	4	5	6
9 (P)	10	11	12	13
16 (T)	17	18	NC	NC
NC	NC	NC	NC	NC
F	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (T)	7	8	9	10
13 (P)	14	15	16	17
20 (T)	21	22	23	24
27 (P)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (T)	5	6	7	8
11 (P)	12	13	14	15
18 (T)	19	20	21	22
H	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8	9	F	F	F
F	F	17	18	19
22	23	24	25	26
29	30			

SCHOOL HOURS				
7:25a to 2:25p (8:35a Monday late start)				

CALENDAR KEY	
NC / H	Non-Contract Day or Holiday (8/29; 9/1; 10/10; 11/11; 11/27-28; 12/22-31; 1/1-2; 1/19; 2/16; 3/19-27; 5/25); Furlough Day (3/30; 6/10-16)
○	Planning Day (9/15, 10/13, 2/23, 4/13, 5/11)
△	Grading Day (11/10, 1/23, 4/10, 6/8)
□	Workday (8/25&28, 6/9), Conference Prep (11/24), or Midyear Planning Day(1/26)
+	Start of New Semester (1/27)
◇	First / Last Day for Students (F = 9/2; L = 6/5)
▭	Prof Development (8/26-27)
■	New Teachers (8/18-21)
✓	Conferences (11/25-26)
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27


MARCH 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (L)	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SCHOOL HOURS	
<p><b>Alder, Davis, Glenfair, Hartley, Margaret Scott, Salish Ponds, Sweetbriar, Wilkes, Woodland:</b> 7:45a to 2:15p (8:55a Monday late start)</p>	<p><b>Fairview and Troutdale:</b> 8:15a to 2:45p (9:25a Monday late start)</p>

CALENDAR KEY	
	First and Last Day of School (First = 9/2; Last = 6/5)
	No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/5; 1/19; 1/26; 2/16; 2/23; 3/19-30; 4/10; 4/13; 5/11; 5/25)
	Conferences, No School (11/25-26)
	New Semester (1/27)
<b>(L)</b>	Late Start

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (L)	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	





MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (L)	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### SCHOOL HOURS

**H.B. Lee Middle School,  
Reynolds Middle School,  
Walt Morey Middle School:**

8:15a to 3:00p  
(9:25a Monday late start)

CALENDAR KEY	
	First and Last Day of School (First for 6th Grade = 9/2; First for All = 9/3; Last = 6/5)
	No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/2; 1/19; 1/23; 1/26; 2/16; 2/23; 3/19-30; 4/10; 4/13; 5/11; 5/25)
	Conferences, No School (11/25-26)
	New Semester (1/27)
<b>(L)</b>	Late Start

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (L)	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	





MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (L)	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8	9	10	11 ★	12
15	16	17	18	19
22	23	24	25	26
29	30			

### SCHOOL INFO

**1698 SW Cherry Park Rd, Troutdale, OR 97060**  
(503) 667-3186

**School Hours:**  
8:45a to 3:45p  
(9:55a Monday late start)

CALENDAR KEY				
	First and Last Day of School (First for 9th grade = 9/2; First for All = 9/3; Last for Seniors = 6/4; Last for All = 6/5)			
	No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/2; 1/19; 1/26; 2/16; 2/23; 3/19-30; 4/10; 4/13; 5/11; 5/25)			
	Conferences, No School (11/25-26)			
	<b>(L)</b>	Late Start		Graduation (6/11)
				1/2 Day / Finals

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14 ✓	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (L) ✓	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (L)	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L) ✓	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (L) ✓	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29



JUNE 2026				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8	9 ★	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### SCHOOL INFO

**20234 NE Halsey St, Fairview, OR 97024**  
(503) 667-4673

**School Hours:**  
8:45a to 3:45p  
(9:55a Monday late start)

#### CALENDAR KEY

-  First and Last Day of School (First for New Students = 9/2; First for All = 9/3; Last for Seniors = 6/4; Last for All = 6/5)
-  No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/2; 1/19; 1/23; 1/26; 2/16; 2/23; 3/19-30; 4/10; 4/13; 5/11; 5/25)
-  Conferences, No School (11/25-26)
-  Start of New Hexter (10/14, 12/1, 1/27, 3/9, 5/4)
-  (L) Late Start
-  ★ Graduation (6/9)

SEPTEMBER 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025				
MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (L)	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	

MAY 2026				
MON	TUE	WED	THU	FRI
				1
4 (L)	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29

JUNE 2026				
MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### SCHOOL INFO

**2408 SW Halsey Street, Building J, Troutdale, OR 97060**  
(503) 661-7200 ex 3214

**School Hours:**  
7:25a to 2:25p  
(8:35a Monday late start)

CALENDAR KEY	
	First and Last Day of School (First = 9/2; Last = 6/5)
	No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/2; 1/19; 1/23; 1/26; 2/16; 2/23; 3/19-30; 4/10; 4/13; 5/11; 5/25)
	Conferences, No School (11/25-26)
	(L) Late Start
	New Semester (1/27)



*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: OSBA Elections**

Type:  Action Item  Report / Presentation

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

Date: November 19, 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   |

**Summary / Background:**

School Boards in Multnomah County are being asked to vote for OSBA Board of Directors position 18, and Legislative Policy Committee positions 17, 18, and 19.

**Board Position 18:**

- Kris Howatt, Gresham-Barlow School Board
- Brenda Rivas, Parkrose School Board

**Legislative Policy Committee Positions:**

- Position 17: Heather Coleman-Cox (running unopposed), Gresham-Barlow School Board
- Position 18: Althea Ender (running unopposed), David Douglas School Board
- Position 19: Christy Splitt (running unopposed), Portland Public School Board

**Previous Board Action:**

The Board participates in OSBA elections annually.

**Financial Implications:**

Not Applicable.

**Motion:**

Motion 1:

- A. Motion Made by Board Member:
  - a. I move that the Board vote to elect (Kris Howatt / Brenda Rivas) for position 18 on the OSBA Board of Directors.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion

D. Call for Board Vote

Motion 2:

- A. Motion Made by Board Member:
  - a. I move that the Board vote to elect Heather Coleman-Cox for position 17 on the OSBA Legislative Policy Committee.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Motion 3:

- A. Motion Made by Board Member:
  - a. I move that the Board vote to elect Althea Ender for position 18 on the OSBA Legislative Policy Committee.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Motion 4:

- A. Motion Made by Board Member:
  - a. I move that the Board vote to elect Christy Splitt for position 19 on the OSBA Legislative Policy Committee.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.
  
  
  
  
  
  
  
  
  
  
2. What do you want to accomplish by serving on the OSBA board of directors?
  
  
  
  
  
  
  
  
  
  
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

Date: September 3, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

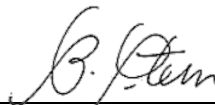
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
Mulnomah Region, Position # 18.

### BOARD CANDIDATE INFORMATION

Name: Kris Howatt  
District/ESD/Community College: Gresham-Barlow School District No. 10 Jt.  
Address: 1331 NW Eastman Parkway  
City: Gresham Oregon ZIP: 97030-3825  
E-mail: howatt3@gresham.k12.or.us Phone: 503-830-3608

**This nomination was approved by official action of our board of directors at a duly called meeting on  
September 3, 2025  
(date)**



(Board Chair signature)

Board Chair name: Blake Petersen  
District: Gresham-Barlow School District No. 10 Jt.  
Address: 1331 NW Eastman Parkway  
City, State, Zip: Gresham, OR 97030

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.
  
  
  
  
  
  
  
  
  
  
2. What do you want to accomplish by serving on the OSBA board of directors?
  
  
  
  
  
  
  
  
  
  
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

Date: \_\_\_\_\_

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
\_\_\_\_\_ Region, Position # \_\_\_\_\_.

### BOARD CANDIDATE INFORMATION

Name: \_\_\_\_\_

District/ESD/Community College: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Oregon ZIP: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

This nomination was approved by official action of our board of directors at a duly called meeting on  
\_\_\_\_\_  
(date)



\_\_\_\_\_  
(Board Chair signature)

Board Chair name: \_\_\_\_\_

District: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

# BRENDA I. RIVAS

12536 NE Siskiyou St, Portland, OR 97230 · (503) 708-8049

Over 20 years managing staff and projects in a healthcare setting, managed SBO implementation, Epic implementations for Hospital and Physician billing, Home health, Hospice, and Palliative care, strong history of meeting and exceeding goals, excellent customer services skills coupled with the ability to effectively resolve issues, build, and developed team members.

**Change Management | Project Management | Results Oriented | Coaching & Mentoring | Analyze and Interpret Data  
| After Action Review | Strategic Thinking | Epic Systems | Continuous Integration**

## CAREER HIGHLIGHTS

- Collaborated with Senior leaders and managed to integrate five states into One Revenue Cycle for account receivables while maintaining current receivables and meeting and exceeding goals.
- Employed, developed, and mentored staff to move into lead positions to support new lines of business.
- Strong history of completing project timelines and collaborating with all stakeholders.

## PROFESSIONAL EXPERIENCE

### **Manager, Revenue Cycle Post Balance Collections Sept 24 – Current**

- Oversee daily operations for account receivables for post balance collections for all seven of our markets
- Responsible for account receivables for specialty collections for venture, corporate, and sports billing
- Manage two team supervisors to support twenty-one of our self-pay collectors
- Manage three analysts that supports specialty collections, vendors, and self -pay collectors
- Report out weekly and monthly outcomes of the post patient balance receivables
- Meet with collection vendors to discuss monthly and weekly outcomes and areas of focus to increase cash collections and discuss work queues

### **Manager, Business Process Improvement Jan 2022 – Oct 2024**

- Played a key role in ensuring that we had successful Single Billing Office implementation for all seven of our markets.
- Monthly tracking of Single Billing Office metrics to report benefits to Senior leadership and Finance.
- Lead monthly meetings with our market leaders to review the outcomes and status of their accounts receivable.
- Partnered with our member services call center and digital engagement team to communicate system or workflow changes with direct member impact.
- Collaborated with analysts to evaluate and validate system changes
- Responsible for communicating key messages related to system changes and updates to workflows to our internal teams and vendors.
- Ensured that CFSR audits were completed timely and reported out outcomes during our monthly national

meetings with market leaders.

- Partnered with analyst to develop training and workflow to empower team managers to be able to process timely grievance and appeal adjustments when receiving a grievance from a member.

### **Sr. Manager Applications Oct 2021 – Dec 2022**

- Managed a team of eleven application analysts for home health and hospice and third-party applications.
- Conducted biweekly one on ones.
- Collaborated with the community technologies team to review and approve optimization requests.
- Ensured service requests are completed timely to resolve build issues that affect patient care.
- Reported out weekly to the director on the status of projects assigned to my team.
- Attended growth and expansion meetings to approve and provide feedback on future implementations.
- Conducted monthly meetings to review caregiver survey results to give the team an opportunity to provide feedback.
- Collaborated with the compliance and community technology team to review upcoming regulations to ensure build is completed timely and tested.
- Meet with the director to review future projects to make sure they align with the overall company's strategic plan and goals.

### **Epic Application Analyst Dorothy and Comfort Mar 2020 – Oct 2021**

- Completed new build for new lines of business within Providence and affiliates as well as conducting application and integrated testing for new build and upgrade.
- Collaborated with team when working multiple projects by setting up meetings, testing, or assisting in leading meetings.
- Collaborated with training team and community technology to review questions regarding build and upgrade that can potentially affect workflow.
- Work with Epic TS when needing assistance after trouble shooting and unable to identify the root cause of a potential issue or risk within Epic.
- Provided support to leadership as questions come up regarding changes within the system.
- Supported and partnered with business and clinical leadership to meet organizational goals and objectives.
- Ensured projects were planned and executed in a timely manner that supports the Providence mission; integration and collaboration across the health system, while meeting the organization needs.

### **Revenue Cycle Business Analyst Jul 2015 – Mar 2020**

- Played a key role in ensuring that we had successful implementation when affiliates are joining Providence and new lines of business by providing them with the support in understanding the workflows, policies, job aids, and be readily available for questions.

- Led and collaborated with key stakeholders including managers and supervisors in the implementations of Home health, Hospice, and Palliative care.
- Worked closely with the Epic build analyst to identify, troubleshoot, and resolve issues.
- Ensured projects are planned and executed in a timely manner that supports the Providence mission; integration and collaboration across the health system, while meeting the organization needs.
- Responsible for understanding and refining the prescribed workflows, policies, and procedures, as well as having familiarity with the functional workings of the Epic software for physician and hospital billing.
- Conducted pre-go live and post go live weekly meetings with the customer to go over the status of the implementation and address key concerns.
- Conducted biweekly meetings with leadership to review Epic Revenue Dashboards to review the state of the implementation by reviewing outstanding account receivables, claims submission, any stops that can potentially affect the goal of producing a claim or a statement to the patient.
- Project Manager for implementations to ensure successful completion; by tracking key concerns, staying within timelines and scope, schedule daily/weekly meetings with stakeholders and executive leadership to report progress and capture key concerns.

### **Self-Pay Manager Jul 2012 – Jul 2015**

- Oversaw daily operations in managing account receivables for five states.
- Supported and mentored four supervisors on how to manage eighty front line staff and how to meet their daily, monthly, yearly objectives.
- Reported on volumes and suggested enhancements needed to improve the receivables process. Worked with multiple collection agencies, effectively optimized timely collections on those accounts.
- Planned short- and long-term goals in hope of assisting to eliminate some of the excess in accounts receivables.
- Assisted collection agencies by submitting questions on nebulous accounts.
- Generated daily and monthly reports dealing with bad debt, cash collections, and online bill pay.
- Led and collaborated with key stakeholders including managers and supervisors in the implementations of our affiliates Swedish and Kadlec to take on working their account receivables for self-pay.
- Ensured that we met or exceeded the service level agreements with internal and external operations.
- Documented workflows created job aids, and policies and procedures for the Kadlec and Swedish go live and developed the training curriculum.
- Joined monthly leadership calls with Senior leadership and Finance to report outcomes monthly and quarterly outcomes.

### **EDUCATION**

Concordia University, Portland, Oregon **2019, Master of Business Administration**

Warner Pacific College, Portland, Oregon **2014, Bachelor of Health Care Administration**

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Heather Coleman-Cox

Date: 4SEP25

Address: 4090 SE Augusta Loop

City/Zip: Gresham 97080

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: 503.998.6618

E-mail: coleman31@gresham.k12.us.or

District/ESD/CC: Gresham-Barlow SD

Term expires: June 30, 2029 Years on board: 0

Region: Multnomah

Insert your high-resolution digital photo (head shot):  
1) Open this doc in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

Position #: 17

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Heather Coleman-Cox*

4SEP25

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
I want to serve on the OSBA Legislative Policy Committee because I believe our community ' s voice matters at the state level. This role gives me the chance to work with other school board members, connect with legislators, and help shape policies that impact every student in Oregon. Most of all, I see it as a way to make sure our district ' s needs are heard while standing up for strong, equitable public education across the state
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
I bring a collaborative approach and a strong commitment to equity. I enjoy working with different people from fellow board members to families and community partners and I do my best to make complex issues easy to understand. I remain steady under pressure, thoughtful about long-term impacts, and always focused on keeping students and community voices at the center of every decision
3. What do you see as the two most challenging legislative issues faced by OSBA?  
Two of the biggest legislative challenges faced by the OSBA right now are school funding and the implementation of new education laws. Both of these issues require strong advocacy and a practical voice from local boards to make sure policies truly work for students and communities.
4. What do you see as the two most challenging legislative issues faced by your region?  
The Multnomah region is struggling with unstable budgets, rising costs, and enrollment declines that directly affect classrooms and staffing. At the same time, hundreds of new laws passed this session are moving into the rule-making phase, which will shape how districts operate for years to come.
5. What is your plan for communicating with boards in your region about legislative issues?  
I plan to keep boards in the loop with regular updates through email, phone calls, and quick check-ins. My goal is to share legislative news in plain language and make sure boards feel supported with resources from OSBA. Just as important, I'll listen to their concerns so their voices are carried forward at the state level.

Email to [elections@osba.org](mailto:elections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

In the May 25th Special Election, I was recently elected to the Gresham-Barlow School District School Board Director Position 6  
City of Gresham - Community Development and Housing Committee  
City of Gresham - Community Enhancement Committee  
City of Gresham - Public Safety Levy Committee

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Intel Corporation

Dates:

July 2012 - June 2024.

**Schools attended** (Include official name of school, where and when):

High school: Grant High School Portland, Oregon class of 1984

College: Kaplan University Des Moines, Iowa (Distance Learning) University of Maryland University College - Adelphi, MD

Degrees earned: Bachelor of Science/Computer Science Masters of Science/Management Information Systems

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

Multnomah East Indivisible Group - Co-Leader June 2025 - present

Juneteenth Oregon - Media Relations Director April 2016 - present

PDX Jazz - Board Secretary November 2023 - present

**Hobbies/special interests:**

International travel - Non-Profit - Community Activist

**Business/professional/civic group memberships; offices held and dates:**

Ghana AquaVenture Emmanuel (GAVE) Foundation - CEO/President - June 2024 - present

**Additional comments:**

I want to join the OSBA Legislative Policy Committee to advocate for students, bring my community's concerns forward, and help shape OSBA's priorities. It's also a great way to connect with other board members and make sure our region's voice is heard.

# NOMINATION FORM

## OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

### REGIONAL MEMBER

Date 4SEP25

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at [elections@osba.org](mailto:elections@osba.org), or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Multnomah Region, Position # 17.

### LPC CANDIDATE INFORMATION

Name: Heather Coleman-Cox  
District/ESD/Community College: Gresham-Barlow School District  
Address: 4090 SE Augusta Loop  
City: Gresham Oregon ZIP: 97080  
E-mail: coleman31@gresham.k12.or.us Phone: 503.998.6618

**This nomination was approved by official action of our board of directors at a duly called meeting on**

3SEP25

**(date)**



(Board Chair signature)

Board Chair name: Blake Petersen  
District: Gresham-Barlow School District  
Address: 1331 NW Eastman Pkwy  
City, State, Zip: Gresham, OR 97030

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: 9/2/2025

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date \_\_\_\_\_

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

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forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the \_\_\_\_\_ Region, Position # \_\_\_\_\_.

**LPC CANDIDATE INFORMATION**

Name: \_\_\_\_\_

District/ESD/Community College: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Oregon ZIP: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**This nomination was approved by official action of our board of directors at a duly called meeting on**

\_\_\_\_\_  
**(date)**



\_\_\_\_\_  
*(Board Chair signature)*

Board Chair name: \_\_\_\_\_

District: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

# NOMINATION FORM

## OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

### REGIONAL MEMBER

Date September 18, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at [elections@osba.org](mailto:elections@osba.org), or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Multnomah County Region, Position # 19.

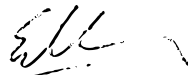
### LPC CANDIDATE INFORMATION

Name: Christy Splitt  
District/ESD/Community College: Portland Public Schools  
Address: 5715 SW Illinois Street  
City: Portland Oregon ZIP: 97221  
E-mail: csplitt@pps.net Phone: 503-208-9666

**This nomination was approved by official action of our board of directors at a duly called meeting on**

September 9, 2025

**(date)**



(Board Chair signature)

Board Chair name: Eddie Wang  
District: Portland Public Schools  
Address: 501 N. Dixon Street  
City, State, Zip: Portland, OR 97227

## Education

### **MA Education**

July 2002

Pepperdine University

### **BA History**

March 2000

UC Santa Barbara

## Community Service

Portland Public School  
Board, Director (current)

Hayhurst Parent Teacher  
Association Board

Community and Parents  
for Public Schools Board  
(Portland)

Food Front Cooperative  
Grocery Board

Lincoln High School  
Constitution Team Coach

Mother PAC Endorsement  
Team

VOIS Business Alliance  
Policy Team

OLCV Multnomah County  
Steering Committee

## Summary

Twenty years working in or around the Oregon Legislature. Extensive experience on all sides of advocacy work and across two branches of Oregon state government. Demonstrated commitment to public education in Oregon over the past 22 years, serving as a current school board member and school funding advocate, and as a past PTA president, academic coach, and teacher.

## Work Experience

### **Government Relations Coordinator, June 2020 - present**

*Oregon Department of Energy, Salem, OR*

Lead and coordinate agency work on legislation, from inception to implementation, and support agency work on its budget. Represent the agency to legislators and legislative staff on both sides of the aisle. Co-lead agency relationships with advocates, utilities, and peer agencies

### **Development Director, July 2016 - May 2020**

*Oregon League of Conservation Voters (OLCV), Portland, OR*

Led fundraising efforts for a political nonprofit with an annual budget of \$1 million. Managed Development Associate and “managed up” to Executive Director to carry out fundraising plan, including ownership of events, major donor program, and board fundraising. Co-led diversity, equity, and inclusion efforts at the organization.

### **External Affairs Director, January 2013 - July 2016**

*Oregon League of Conservation Voters (OLCV), Portland, OR*

Coordinated the Oregon Conservation Network (OCN) and lobbied in the State of Oregon on behalf of both OCN and OLCV. Worked with legislators, advocates, OLCV members, and allies to pass and defeat legislation, including bills related to energy and climate.

### **Legislative Director, Co-Speaker Arnie Roblan, January - December 2012**

*Oregon State Legislature, Salem, OR*

Co-managed committee process during the 2012 session and interim. Negotiated bill referrals with Republican counterpart. Worked with committee chairs of both parties to reach consensus.

### **Legislative Aide to State Rep. Ben Cannon, January 2007 - September 2011**

*Oregon State Legislature, Salem and Portland, OR*

Served as lead staff to an Oregon legislator who served as Vice Chair and then Chair of the House energy committee. Collaborated with advocates on multiple pieces of legislation, including clean energy and climate bills. Managed communications and the work of other aides and interns.

## Previous Work Experience:

Program Coordinator, SOLV, January - December 2006; Various Positions, Oregon Bus Project, July 2004 - June 2006; Executive Assistant, Stand for Children, February - November 2005; Social Studies Teacher, Amador Valley and Estacada High Schools, August 2002 - June 2004

To: Board of Directors

From: Michael Reyes, Board Chair

**Subject: Executive Session Complaint**

Type:  Action Item  Report / Presentation

Policy: BDC: Executive Session

Date: November 19, 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:**

The Reynolds School Board met in Executive Session under ORS192.660(2)(f) confidential information to review a complaint.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. TBD
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



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

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Board Discussion and Reports**

Type:  Action Item  Report / Presentation

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

Date: November 19, 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. Individual Board Member Reports or Announcements
- B. Upcoming Board Meetings
  - a. Board Work Session: December 3, 2025
  - b. Board Business Meeting: December 17, 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: November 19, 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   |

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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