



*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**

December 17, 2025

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	<b>5:30p - Executive Session</b>	<b>3</b>
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel. 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 December 17, 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>6:30p - 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>6:50p - Bargaining Group Updates</b>	<b>10</b>
VII.	<b>7:00p - Presentation to the Board</b>	
	A. Annual Transportation Goal Report	11
	B. 2024-25 School At-a-Glance Profiles and 9th Grade on Track	26
	C. Budget Priorities for 2026-27	40
VIII.	<b>7:45p - Superintendent's Reports</b>	<b>60</b>
	A. Announcements/Reports	
	B. Financial Report	61
	C. Enrollment Report	63
IX.	<b>8:00p - Consent Agenda</b>	<b>65</b>
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	66
	C. RLA Science Field Trip to Newport, Oregon	69

	D. RHS JROTC trip to Camp Rilea in Warrenton, Oregon	72
	E. Authorization to Spend: Metropolitan Family Service	79
X.	<b>8:05p - Action Items</b>	
	A. 2025-27 / 2027-29 SIA Grant Acceptance	94
XI.	<b>8:10p - Board Announcements and Discussion</b>	<b>123</b>
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XII.	<b>8:25p - Adjourn</b>	<b>124</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: December 17, 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 5:00p, under ORS 192.660(2)(a) Personnel 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: December 17, 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:**

Position 1: Director Aaron Muñoz  
 Position 2: Vice Chair Joyce Rosenau  
 Position 3: Chair Michael Reyes  
 Position 4: Director Cayle Tern

Position 5: Director Patty Carrera  
 Position 6: Director Ana Gonzalez Muñoz  
 Position 7: Director Francisco Ibarra

**Motion to Approve Agenda:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the December 17, 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: December 17, 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: Reynolds High School and HB Lee Middle 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: Student Reports**

Type:  Action Item  Report / Presentation

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

Date: December 17, 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: December 17, 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: December 17, 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: Transportation Goal - Superintendent Evaluation**

Type:  Action Item  Report / Presentation

Policy: CBG: Evaluation of the Superintendent

Date: December 17, 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 Transportation Services as part of the Superintendent's 2025-2026 evaluation. The goals focus on improving on-time performance and improving bus safety.

**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 are seated in rows, wearing white gowns and caps, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

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# Transportation Superintendent Goals

Chris Ellison, Director of Transportation Services

December 17, 2025

# Superintendent's Goal: Improve Transportation AM/PM On-Time Performance





# Why is This Important?

Late arrival of students at schools causes disruption in classrooms and may preclude some students from having school-provided breakfast.

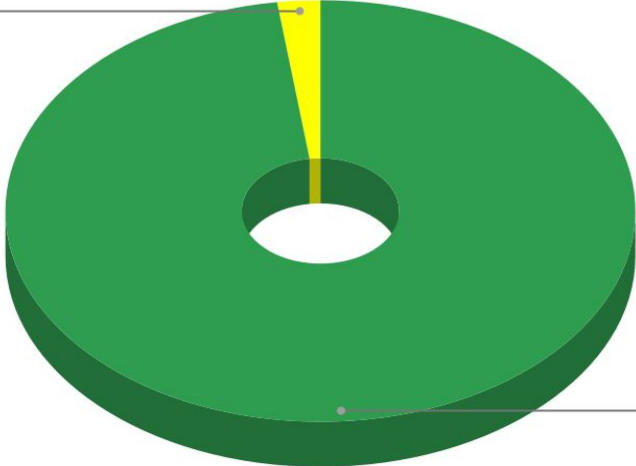
# Factors Influencing On-Time Performance

- Weather - Rare
- Accident - Rare
- Mechanical Breakdown - Rare
- Bell Time Turnarounds - Rare
- Road Construction/Detour - Daily
- Community Traffic - Daily
- Increased Ridership - Daily
- Loss of Driver Positions (4) - Daily

# 2025/26 On-Time Performance:

## AM Runs (219)

(5) 10 minutes or less from Bell Time  
2.2%



2024/25:  
AM Runs (207)  
(4) 10 minutes or less (1.9%)  
(203) On-Time (98.1%)

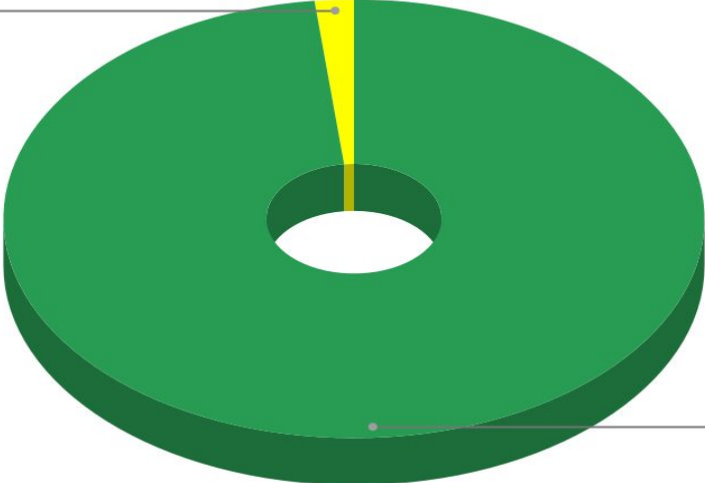
(214) On-Time  
97.8%

\*National Median: N/A

# 2025/26 On-Time Performance:

## PM Runs (216)

(4) 5 minutes after Leave Time  
1.8%



2024/25:  
PM Runs (199)  
(1) 5 minutes after L.T. (0.1%)  
(198) On-Time (99.9%)

(212) On-Time  
98.2%

\*National Median: N/A

# What Are We Doing To Improve?

- ~~Hiring/Training additional drivers~~
- ~~Adding back pre-pandemic routes that were cut~~
- Analyzing current housing/construction trends
- Preparing for additional enrollment/ridership
- Continuing to re-balance runs as needed
- Continuing to maximize efficiencies without sacrificing service levels

# Superintendent's Goal: Improve School Bus Safety (Accidents)





# Why is This Important?

Student safety on school buses is a primary concern for any school district. Accident awareness and prevention can reduce liability exposure.

# Factors Influencing Accidents:

- Definition of accident:
  - Non-Preventable
  - Reportable Preventable (>\$500/injury)
  - Incident (<\$499.99)
- Preventive accident training programs available
- Experience of driving force (RSD: 625 years)
- Traffic/other drivers
- Weather
- Street construction/detours

# Accidents by Year

	<b>Total Accidents</b>	Incidents	Reportable / Preventable	Non - Preventable	<b>Total Miles Traveled</b>	Average Accident per Miles Traveled
<b>2022-23</b>	<b>42</b>	11 (26.2%)	14 (33.3%)	17 (40.5%)	<b>600,288</b>	RSD - 1: 42,877 Miles NM - 1: 95,539 Miles
<b>2023-24</b>	<b>32</b>	11 (33.4%)	7 (21.9%)	14 (43.8%)	<b>785,434</b>	RSD - 1: 112,205 Miles NM - 1: NA (~95-100,000)
<b>2024-25</b>	<b>25</b>	12 (48%)	8 (32%)	5 (20%)	<b>903,324</b>	RSD - 1: 112,916 Miles NM - 1: N/A (~95-100,000)

# Year to Date Comparison: through October 31


	<b>Total Accidents</b>	Incidents	Reportable / Preventable	Non - Preventable	<b>Total Miles Traveled</b>	Average Accident per Miles Traveled
<b>2024-25</b>	<b>7</b>	3	3	1	<b>256,115</b>	RSD - 1 : 85,372 Miles
<b>2025-26</b>	<b>7</b>	2	4	1	<b>267,004</b>	RSD - 1 : 66,751 Miles

# What Are We Doing To Improve?

- Sharing accident data at monthly department meetings
- Increased preventive accident training programs offered
  - Defensive Driving Class
  - Advanced Reference Points (mirrors, tail-swing)
  - Special Driving Conditions
  - Laws and Liabilities
  - Advanced Student Management Class
  - Harassment and Bullying Prevention
- Expanded post-accident remedial training program



# QUESTIONS?



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: Kate McLaughlin, Assistant Superintendent

**Subject: 2024-25 At-A-Glance Profiles and 9th Grade on Track**

Type:  Action Item  Report / Presentation

Policy: KBA: Public Records

Date: December 17, 2025

**Connection to Strategic Plan Goal Topics:**

- Marginalized Students
- Student and Staff Wellness
- Culturally Responsive Teaching
- Professional Development

**Summary / Background:**

The At-A-Glance district and school profiles and the accountability detail sheets, published annually, comprise the Oregon Department of Education’s larger reporting system as required by the Oregon State Legislature and the Every Student Succeeds Act (ESSA).

The At-A-Glance profiles were designed by and for parents and community members to be an understandable and easy-to-read overview of how schools and districts serve their students. The profiles do not rate or grade schools and districts, and they are not used to determine levels of support under ESSA.

Districts are responsible for ensuring that the At-A-Glance profiles reach the families of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-2255, families must receive a copy of the At-A-Glance profiles (report cards) by January 15th of each school year. A ParentSquare message with a link to the profiles was sent out to families on December 8th. In addition, each school was provided with electronic versions of the At-A-Glance profiles in both English and Spanish to provide to families.

One measure on both the At-A-Glance district and school profiles pertains to 9th Grade on Track. This measure determines how many 9th-grade students earned 6 or more credits during the 2024-25 school year. For example, if a student is working towards an Oregon diploma (24 credits), then the student would be considered “on track” if they earned six or more credits by the start of their sophomore year.

You can view the At-A-Glance profiles and accountability details by searching for individual schools [here](#).

**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, wearing white caps and gowns, viewed from behind.

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

# 2024-2025 At-A-Glance Profiles, Accountability Detail Sheets, and Ninth Grade on Track

Rachel Aazzerah, EdS

December 17, 2025

# At-a-Glance Profiles and Accountability Data Sheets



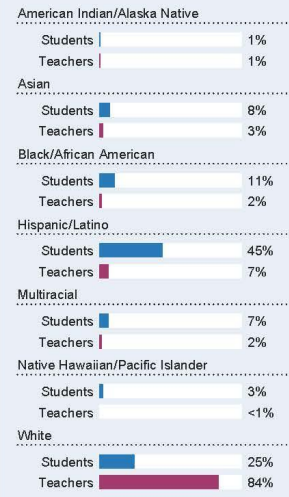
# What are the At-A-Glance Profiles?

- The At-A-Glance District and School Profiles are published each Fall with the Accountability Detail Sheets
- Part of the ODE's larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA)
- Are not used to rate or grade schools and districts or to determine levels of support under ESSA
- All data is from the 2024-25 school year, except for the Graduation data, which is from the 2023-24 school year, and College Going from the 2022-23 school year
- Developed by and for families and community members as an easy-to-read overview of how schools and districts serve their students
- Available in both English and Spanish

### Students We Serve



### DEMOGRAPHICS

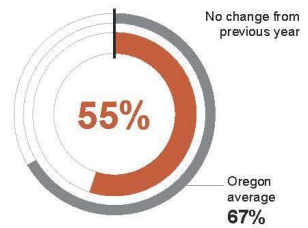


\* <10 students or data unavailable

### District Environment

#### REGULAR ATTENDERS

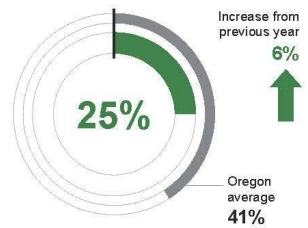
Students who attended more than 90% of their enrolled school days.



### Academic Success

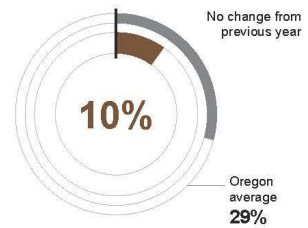
#### Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



#### Grade 8 MATHEMATICS

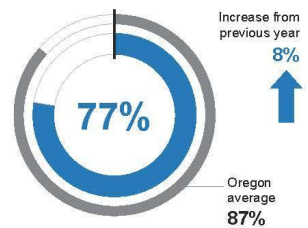
Students meeting state grade-level expectations.



### High School Success

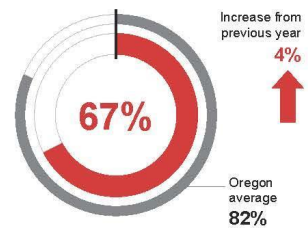
#### ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



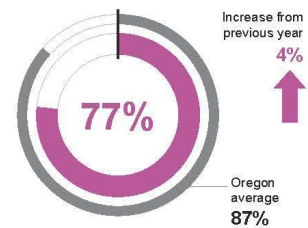
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



### District Goals

Reynolds School District leads with equity to educate and support all students to graduate with the skills and confidence to thrive. We seek to accomplish our mission through goal areas of supporting marginalized students, providing culturally responsive teaching, promoting the wellness of staff and students, and providing ongoing professional development for all staff. Our vision is to prepare lifelong learners to achieve their full potential in a complex and interconnected world.

### State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

**Our Staff (rounded FTE)**



**52**

Administrators



**609**

Teachers



**205**

Educational assistants



**36**

Counselors



**14**

Social Workers



**16**

Licensed Librarians



**9**

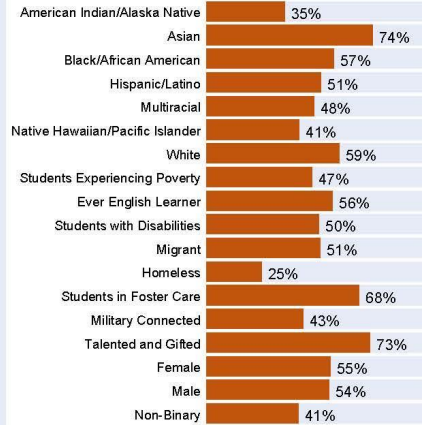
Psychologists



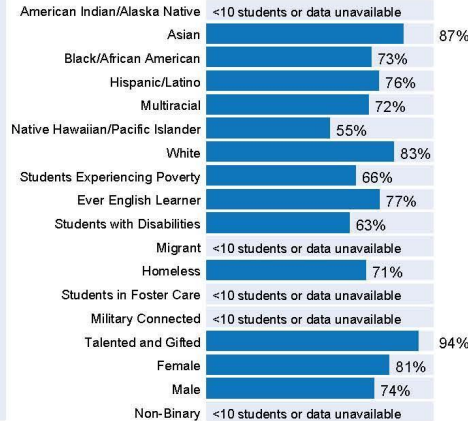
**74%**

% of licensed teachers with more than 3 years of experience

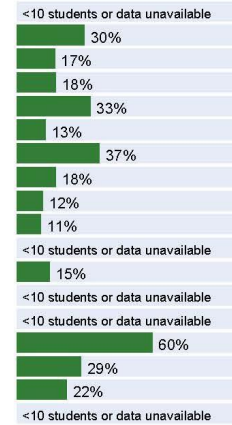
**REGULAR ATTENDERS**



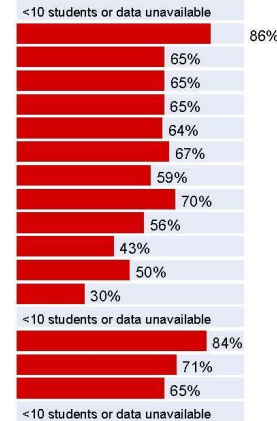
**ON-TRACK TO GRADUATE**



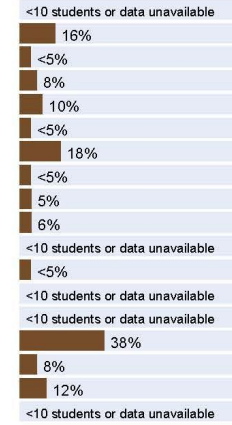
**Grade 3 ENGLISH LANGUAGE ARTS**



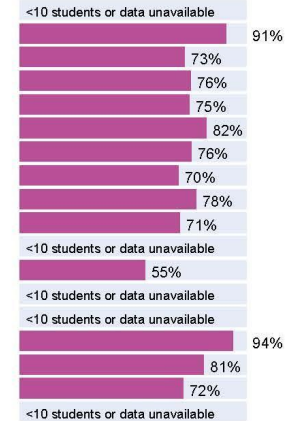
**ON-TIME GRADUATION**



**Grade 8 MATHEMATICS**



**FIVE-YEAR COMPLETION**



# What are the Accountability Details Sheets?

The Accountability Details Sheet displays district level data on the indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA)

## **Nine Data Indicators:**

- English Language Arts (ELA) Achievement\*
- ELA Average Gap Score Change\*
- Mathematics Achievement\*
- Mathematics Average Gap Score Change\*
- Regular Attenders
- On Track to English Language Proficiency (OTELP)
- 9th Grade on Track
- Four-Year Cohort Graduation Rate
- Five-Year Completers Rate

# Accountability Detail Sheets



## 2024-25 ESSA Accountability Detail Sheets

Public Version

District: Reynolds SD 7

School: **Wilkes Elementary School**

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted support as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA).

The accountability system uses six indicators for elementary and middle schools.

For more information about the included indicators and their definitions and calculations, please refer to the Accountability Details Policy and Technical Manual. Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

### 2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

District: Reynolds SD 7

School: Wilkes Elementary School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 2	Level 4	Level 2	Level 5 ↑	Level 2	Level 3
Students Experiencing Poverty	Not Identified	Level 1	Level 4	Level 2	Level 4	Level 1 ↓	
English Learners	Not Identified	Level 2	Level 5 ↑	Level 2	Level 5 ↑	Level 2	Level 3
Students with Disabilities	Not Identified	Level 1	Level 5	Level 2	Level 5	Level 1	
Underserved Race/Ethnicity	Not Identified	Level 2	Level 4	Level 2	Level 5 ↑	Level 2	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Level 2	Level 2	Level 2	Level 2	Level 1 ↓	
Black/African American	Not Identified	Level 1 ↓	Level 2 ↓	Level 2	Level 5	Level 2	
Hispanic/Latino	Not Identified	Level 2	Level 5 ↑	Level 2	Level 5 ↑	Level 1 ↓	
Asian	Not Identified	Level 2	Level 5 ↑	Level 2	Level 4 ↑	Level 3 ↑	
White	Not Identified	Level 2	Level 2 ↓	Level 2	Level 4 ↓	Level 1 ↓	
Multi-racial	Not Identified	Level 2	Not Rated	Level 2	Level 5	Level 1	

Suggested Level of Support: **Not Identified**

Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2024-25: **Yes**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

# 23-24 & 24-25 Suggested Level of Support



School Name	2023-2024	2024-2025
Alder Elementary	Targeted	Targeted
Davis Elementary	Comprehensive	Comprehensive
Fairview Elementary	Targeted	Targeted
Glenfair Elementary	Targeted	Targeted
Hartley Elementary	Comprehensive	Comprehensive
Margaret Scott Elementary	Comprehensive	Comprehensive
Salish Ponds Elementary	Comprehensive	Comprehensive
Sweetbriar Elementary	Not Identified	Not Identified
Troutdale Elementary	Not Identified	Not Identified
Wilkes Elementary	Exited	Not Identified
Woodland Elementary	Exited	Not Identified
H.B. Lee Middle	Comprehensive	Comprehensive
Reynolds Middle	Comprehensive	Comprehensive
Walt Morey Middle	Targeted	Exited
Reynolds High	Comprehensive	Comprehensive
Reynolds Learning Academy	Comprehensive	Comprehensive

# 2024-25 Ninth Grade on Track



# 2024-25 9th Grade on Track



<b>Demographic</b>	<b>2024-2025</b>
All	77%
American Indian / Alaska Native	<10 Students
Asian	87%
Black / African American	73%
Hispanic/Latino	76%
Multiracial	72%
Native Hawaiian / Pacific Islander	55%
White	83%
Students Experiencing Poverty	66%
Ever English Learner	77%
Students with Disabilities	63%
Talented and Gifted	94%
Female	81%
Male	74%
Non-Binary	<10 Students

# 9th Grade On-Track - 5 Year Trend



Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5 Year Growth (percentage points)
<b>All</b>	<b>47%</b>	<b>65%</b>	<b>61%</b>	<b>69%</b>	<b>77%</b>	<b>+ 30</b>
American Indian / Alaska Native	<10 students	<10 Students	<10 Students	<10 Students	<10 Students	-
Asian	72%	93%	94%	89%	87%	+ 15
Black / African American	45%	61%	49%	67%	73%	+ 28
Hispanic/Latino	39%	58%	55%	63%	76%	+ 37
Multiracial	45%	71%	55%	76%	72%	+ 27
Native Hawaiian/Pacific Islander	40%	44%	50%	56%	55%	+ 15
White	54%	71%	71%	78%	83%	+ 29
Free/Reduced Lunch* / Students Experiencing Poverty	47%*	65%*	62%*	62%	66%	+ 19
Ever English Learner	44%	62%	61%	70%	77%	+ 33
Students with Disabilities	41%	48%	51%	67%	63%	+ 22
Talented and Gifted	71%	>95%	85%	91%	94%	+ 23
Female	53%	65%	58%	76%	81%	+ 28
Male	42%	64%	64%	63%	74%	+ 32
Non-Binary	<10 Students	<10 Students	<10 Students	<10 Students	<10 Students	-



# 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: Budget Priorities for 2026-27**

Type:  Action Item  Report / Presentation

Policy: DBD: Budget Priorities

Date: December 17, 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 survey to gain feedback on the current budget priorities was sent out to parents, staff, students, and community partners, as well as posted on the district's website, between November 3rd and November 23rd. The survey received 328 responses.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

# Current Priorities (2025-26 school year)

**01**

Academic  
Success

**02**

Safe & Well-  
Maintained  
Facilities

**03**

Student Safety,  
Support, &  
Wellness

	<b>I agree with these priorities and that we should maintain these for next year</b>	<b>I don't fully agree with these priorities, but I can support maintaining these for next year</b>	<b>I do not agree with these priorities and believe we should reprioritize for next year</b>	<b>Total Responses</b>
<b>Caregiver, Parent, Guardian</b>	113	15	7	135
<b>Student</b>	13	4	1	18
<b>Licensed Staff</b>	55	22	19	96
<b>Classified Staff</b>	40	12	9	61
<b>Administrator or Director</b>	7	1	-	8
<b>Specialist or Supervisor</b>	4	1	-	5
<b>Community Partner / Member</b>	4	1	-	5
	<b>236</b>	<b>56</b>	<b>36</b>	<b>328</b>

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Teacher student trust? Class offerings	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			More focus on sports and extracurricular activities during school hours.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		In my experience, success for a student in the school. It's support and willingness to see past behavioral issues to uncover any potential learning disabilities? Or intellectual differences amongst their's an willingness to see past A bias , you may not realize you have so that a child can actually flourish like damien has	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Able to attend a school to learn in a good environment and with my daughter being deaf having that support for her	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No I think this is key areas to focus on	I think sweetbriar elementary is doing an amazing job, the kids are happy, feel safe and are very connected to their school. That needs to be maintained and fully supported by the district.	Sweetbriar elementary and their staff should be looked at as an example of how a school should be run. Though the school could use some upgrades and maintenance
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Having a safe, fun day at a school that they can receive a well rounded education	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		They learn how to be a productive member of society. Learning a variety of skills and career paths is important for students to know they have options. Introducing them to basic life skills like cooking, sewing, hygiene and healthy habits is essential.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Getting education in a safe environment, where teachers truly care about teaching students. School staff creating and keeping a safe space for students including zero tolerance for bullying, abuse or anything taking away from a safe environment.	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Creo que sería poder graduarse y seguir estudiando, para tener un mejor futuro (I think it would be great to be able to graduate and continue studying, to have a better future.)	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	A scholarship workshop for 2026-2027 Seniors. Setting them up for success not stress when it comes to continuing their education.	Eliminating teacher favorites. I have seen to many kids get crushed because the favorites get all the opportunities.	The Choir teacher has clear favorites and doesn't give all students the same chance. The same 5 kids get all the solos duets and spot light. I have been saying this for years and it falls on deaf ears.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No	When a student is able to meet their goals regardless of what happens.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	N/A	Being able to arrive in a physical and mental state to receive a proper education and retain information to better their knowledge and their future contributions to society/the community.	The only item priority number 3 that needs an elevated importance is nutrition services, as I'm concerned for the students without proper nutrition at home.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Funding for after school programs 5 days a week and every school day during the school year.	Learning and having mental health support.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Me parece, trabajar en el aprendizaje de ellos para que sean unos buenos profesionales (I think we should work on their learning so they can become good professionals.)	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	I think it's important to not cut teaching positions. Cutting teachers doesn't help kids. I feel like there are an awful lot of administrative positions that may not be necessary and should consider being cut first.		
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		All students ready and able to work at grade level. Or given the support to be at grade level. As measured by the assessments you give.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Success means everything for students and being able to have the resources and opportunities they need is very important.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No, i think this is great	Success goes beyond a letter grade. Success is full person support so they have knowledge of the "world" and can think critically and utilize all levels of intelligence (including emotional) to interact and overcome.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	More students in appropriate learning environments. Not all students learn the same and often their behaviors reflect that. My student came home several days last year scared because the entire class had to be removed due to dangerous behaviors.	My student feeling safe allows for them to learn best.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		That they are getting their needs met and not getting lost in the sea of students. It means that the kids that are following the rules aren't forgotten because all the resources and time are going to the loudest kids.	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Is there anything you can do about staffing and classroom sizes? My son had 18 children in his class last year and now has over 30 this year. There are only two 4th grade teachers and they are totally overwhelmed with students. I feel that with larger class sizes, learning can't be the main focus. Instead, teachers are focused on controlling the classroom.	Academic progress, improvement and support	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Safe learning environments that promote accurate education	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Specialist or Supervisor	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
RSD Community Partner	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Administrator or Director	I agree with these priorities and that we should maintain these for next year		It involves developing college and career readiness, achieving academic growth, developing critical thinking and problem-solving skills, and gaining the social and emotional tools needed to thrive.	
Classified Staff	I agree with these priorities and that we should maintain these for next year	No	Having free lunches, and breakfasts. Free of bullying or criticism from adults. Counselors who care.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Safe environment, academic preparedness.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I think wellness and supports for that should be our first priority. The road to academic success is paved with student and teacher wellness.	Smaller class sizes. I currently have 34 4th graders!! We are over crowded. The parent teacher conference schedule doesn't even have enough slots! The number of 504's, IEP and TAG students is putting enormous strain on planning and provision. My small groups for instruction have over 10 people in them. My reading 'group' is bigger than my last year's whole class!	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I believe the above categories capture the main priorities.	I believe that is contextual based on each student's understanding of what it means to be successful.	I believe priority 2 goes hand-in-hand with priority 1. Students are as successful as they are involved and supported through connection and belonging and able to access activities and resources that promote their safety and well-being.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Classroom sizes that are safe and not over-populated. Accountability for extreme behaviors and unsafe behaviors. Accountability for students (and their families) who intentionally break student 1-1 devices.		
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			A sub-priority should also include keeping class sizes small enough to support student success.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Administrator or Director	I agree with these priorities and that we should maintain these for next year	Putting student success at the center of all decisions.	Achieving academic potential, developing critical thinking and problem-solving skills, and preparing for future goals. Success means students are learning in the classroom, getting the mental health supports they need, while being safe and respectful towards staff and other students.	Thank you for everything you are doing for this community of families.
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Supports within the building. With mental health staff being cut this last cycle, kids are not getting the care they need. Support in schools are reactive rather than preventative, creating unsafe and harmful environments for teachers and students. I would love to see money go to mental health supports within the school (counselors, social workers, behavior specialists, EAs for behavior classrooms and SPED classes).		As a counselor in our district, I can confidently say that our current staffing model is not sustainable. If we truly want to set our students up for success and ensure safe, equitable learning environments, we must put funding as a priority. The needs of our students are far greater than many realize, and we are already seeing the consequences. I urge you to prioritize additional funding for trauma-informed supports and comprehensive mental health care. Our students cannot thrive without it, and neither can our schools.
RSD Community Partner	I agree with these priorities and that we should maintain these for next year			Academics and mental health are interconnected.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year		That each and every student gets the instruction and supports they need to learn effectively.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No	For all students to succeed in school	
Student (2nd)	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	No	They get the help they need to achieve good grades, and are prepared for a future in adulthood.	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Classified Staff	I agree with these priorities and that we should maintain these for next year			I would like Media assistants back. If not at every school than have 1 media assistant per 2 schools. This is unmanageable with only 5 for the entire district.
Specialist or Supervisor	I agree with these priorities and that we should maintain these for next year		All students should be able to read at a fifth grade level at the very least.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year		That they are an active participant in their learning each year who graduates with the ability to find employment AND with the option to continue their education at a 4 year school, community college, or trade school if they wish.	We can give opportunities to accelerate or take advanced coursework to ALL students rather than the ones who we think are "ready". As someone teaching 8th grade AVID for the first time this year I am struck by the number of students in my other classes who I feel could benefit from the advanced programming that my AVID students are receiving- it seems like a majority at times! I wish all of my SS8 students could take AP human geo next year!
Classified Staff	I agree with these priorities and that we should maintain these for next year	Students need to be taught and understand essential financial skills. Also, please focus on teaching academics and fostering critical thinking and problem-solving skills, without promoting any particular agenda or biased viewpoints.	Develop proficiency in unbiased critical thinking and effective problem-solving skills.	I strongly recommend focusing more on the individual needs of each student rather than making broad assumptions based on categorized groups.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Included in academic success should be something about class size. I don't care what curriculum we have, if a class has 35 students, it is going to be hard to meet the needs of each one.	Students demonstrate significant academic growth appropriate to their capabilities. They also learn social-emotional skills, responsibility, respect, critical thinking skills and stamina.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Community Member	I agree with these priorities and that we should maintain these for next year	None that I can think of.	Success means that every student is excited to attend school and is making academic progress toward meeting standards in ALL content areas; math, science, language arts, social studies and health.	Thank you for asking.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year		Access to programming that meets individual student needs. Both the needs of high and low achieving students plus more options for students with addition needs that have and are not being met with the current full inclusion model. More opportunities for expanding curriculum outside of the lock step follow the teacher manual day by day that doesn't allow for student input or interests.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Free meals for all students, and doing whatever needs to be done to prevent reductions in the teaching staff		

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year			Priority should be given to avoid cuts to staff. We are already below where they should be to support students with their learning needs. Any cuts or budget reduction should focus on after school activities, contracts with outside providers, community partners. Classified and certified staffing have taken massive hits the last 2 years and we cannot accomplish budget priority number 1 without a minimum number of personnel in place. From what I see, empty classrooms and overcrowded classes (classes over 30) in a school building indicate we are below minimum staffing to accomplish priority number 1.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			all staff keep personal views and agendas to themselves. Let all students come to their own conclusions, ideas and views
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Specialist or Supervisor	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Staff to support academic and behavioral needs is essential to academic progress. I don't see this in your plan.	EVERY student has the opportunity to make academic progress in a safe environment.	You cannot have effective teaching or learning when there is chaos in the classrooms. If you don't have a well funded plan to address disruptive and dangerous student behavior you are not serious about academic success as a priority.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	I agree with the priorities, however I do not agree with the order of them. Mental health, safety and belongingness as well as nutritious meals should prioritize education supports and service. Student and staff mental health absolutely has to come first before anyone can teach or learn. SEL trainings and policies should be a regular part of the daily schedule and curriculum. I recommend a SEL character trait of the month that the counselor comes into the classrooms to teach about. Staff have to also feel supported and prioritized or they will not have the ability to show up for the students and school in the most impactful way. Nutritious meals are also super important and making sure to allow for enough time to eat. 15 minutes for breakfast is not enough in my opinion. Also, serving food that has been heated up in a package is also not very nutritious. C classroom management must be in place for all students to learn and teachers to teach. If teachers are focusing on numerous behavioral issues, without enough support staff, it will impact everyone negatively. Teacher need to have the support and class size necessary to have small group instruction to meet the needs of each student. Overall, mental health and well being as well as nutrition should be top priority.	Success means a students feels safe, happy, supported, welcomed to be exactly who they want to be. Safe- knowing they have staff and teachers as well as friends to support kindness and emotional regulation. If this doesn't happen, something other than a time out is implemented. Happy- free to share ideas that are different, while being taught to value differences as well. Supported- taught how to do better the next time whether it's a social or educational setting. Welcomed- discuss the difference and stop doing this boys and girls separation or mommy and daddy when some kids have neither. Also some may have one, or more than one for example.	Overall this school is doing a great job, these are just some recommendations! Thank you for asking our input.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Student and Staff support and Safety should definitely be a #1 priority every single school year.	Meeting students where they are both academically and behaviorally. This includes pull out services for special education services and specially designed minutes. Having sped push into the general education classroom, special education students will not be properly served their specially designed instruction minutes.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Prioritize filling EA positions over funding PD. We can't implement things we learn in PD without adequate support inside the classroom.	High attendance rates, state average test scores, access to advanced elective options to keep kids engaged and in school	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I believe DLI, behavior, and tier 2 should be specifically stated.	Success means making a minimum of one year of growth. Students who are below should be making accelerated growth, not just growth. Ideally, all students would be at grade-level or above.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Reduce class sizes, especially for elementary schools. More Sped Teachers and EA's (especially for 1:1) are needed!		
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	career focus training at the high school level	Students show growth, are critical thinkers and know how to work on problems with perseverance	
Classified Staff	I agree with these priorities and that we should maintain these for next year		Success means all our students have access to curriculum materials regardless of thier placement in a special education program.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year		Smaller classroom sizes. Classes at the higher age groups have a huge range of ability. It would help if classes were smaller so teachers can work more 1-1. Leveling by ability may also help, but I know there's many opinions around that and it isn't always possible or fair.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Well educated and trained teachers and a big security system at the school.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year		A graduate of RSD should be prepared to thrive in an ever changing world. Whether career or college bound, students should be able to use their skills and talents to succeed. In order to do this, they must be taught with high quality first time instruction, in which student voice and choice is also present. As a district we must also evolve to meet individual student needs.	Concern around ongoing of both staff and administrator turnover. During my tenure here in RSD, it has been a revolving door and people do not choose to stay here for a variety of different reasons, not only because of salary. There are some employees who work every hard and pick up additional work when requested and then there are others who fly under the radar so to speak. Work life balance doesn't mean the same for each employee in the district. Concern about the upcoming REA contract negotiations, when we are already in a budget deficit. How many more cuts will there be? The overall morale is gloom and some staff are now waiting not if they get cut, when will they get cut. You can only rearrange the deck chairs on the titanic so many times...
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Administrator or Director	I agree with these priorities and that we should maintain these for next year	Work-life-balance for staff. Even distribution of work.	Development of the whole child, not just only a literacy focus.	There are administrators who openly talk about not staying more than a year or two, openly (even to the staff they supervise). There are others who want to stay long term in the district and instead fear of being cut. Over all morale is very low and the desire for stability is needed not only for staff, but also the students in our care.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Mental health for both students and teachers, arts, safety	That they stay in the actual classroom during instruction and listen to instruction. That they aren't bullied or feel isolated and excluded	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Teacher retention- we need to focus on ways to ensure that we will maintain our staff by giving more support, creating positive environments to work in, and rebuilding trust between levels of administration.	A stable and safe learning environment that helps students succeed through positive experiences.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Teacher resourcing and class sizes that ensure teacher support and attention, tools/resources teacher needs to support academic success.  Inclusive environment invested in diversity.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	We have many students struggling with very intense behaviors. As part of the safety measures for students, it will be important to include positive behavioral supports in the school climate initiatives to support these students.	Success means that students are learning to the best of their ability with the best supports we can provide. It also means that they are learning social skills and getting behavioral support to ensure their safety and the safety of others.	Larger class sizes and not having adequate staffing will make these priorities harder to achieve.
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I agree with these priorities; however, I don't believe we are using our resources to ensure the safety of students and staff. Are we funding arts?	Success means students are readily prepared to learn, and although students may be behind, they are making growth. Success means students have self-awareness, motivation, willingness to do hard things, and take risks when they're unsure of what they don't know. Success means attaining goals.	There are rumors our district will eliminate programs that serve students who are not ready for full inclusion. If so, schools should have enough support staff to assist students who need one on one.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Más profesionales de salud mental y consejeros escolar para los estudiantes más recurso humano capacitado y bilingües. (More mental health professionals and school counselors for students, plus more trained and bilingual human resources.)	Creo que tiene que ver con cumplimiento de metas propuestas en su vida personal y estudiantil durante el año escolar. (I believe it has to do with achieving goals set in their personal and academic life during the school year.)	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	class size. 35 kids in a class is absolutely ridiculous and not what is best for kids	students engaged in learning with the supports they need to succeed. We have literally chipped away at every support we can offer and students and staff are drowning.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Administrator or Director	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year			

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year		I think success is varied and should not just be thought of as academic success. I would like to see us ask students what success means to them and what are their own goals for the future and how we could help support them in the learning that can get them to those goals.	I would like to see how the interconnectedness of well-being and academic learning go hand and hand. In the elementary level there has been such a heavy focus on academics as though teacher and students were robots, instead of the nuance needs and care that can be cultivated for high levels of academic learning to actually happen.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Stop cutting school days! Oregon already has the shortest school year (and no minimum requirement for days/hours) - we can't afford to keep cutting days. I don't know the solution, but Oregon's education system is in shambles and budget cuts are just making it worse.	Meeting/exceeding all grade standards - being fed, safe, and cared for. Getting individual attention as needed.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Continue supporting the library program		
Administrator or Director	I agree with these priorities and that we should maintain these for next year		Student success in my opinion, is a diploma, general knowledge of STEM and an understanding in basic financial/civic/societal principles.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Ability to learn and play in a safe and supportive environment, with access to the tools and supports they need.	
Student	I agree with these priorities and that we should maintain these for next year	No		
Licensed Staff	I agree with these priorities and that we should maintain these for next year	There are clearly some gaps between the stated priority and the District's actual behavior - ie, prioritizing academic success would mean spending on reducing class sizes, rather than "being competitive" for upper admin positions	Graduating having completed a challenging and comprehensive course of study that has well-prepared them for whatever their post-graduate goals are	In the future I hope to see the District put more \$\$ into reducing class size and retaining high-quality teaching staff, rather than increasing salaries for upper administration positions that may be redundant.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Safe, friendly fun environment to learn and prepare for careers. Students who feel safe, get the help they need and get diplomas.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year		regular attendance, a sense of belonging, individual academic progress and personal growth, resilient, critical thinker	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Prepare for high school.	
Classified Staff	I agree with these priorities and that we should maintain these for next year		To provide the best possible education, with the smallest class sizes, the most effective academic materials and support for mental wellness and safety	Access to various material resources, a multitude of programs, such as extracurricular and elective based and sports. All are important supplementary supports that drive student success in school and beyond.

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Our district has a large number of students identified as disabled and eligible to Special Education services. I believe meeting the needs of this incredibly diverse and large group of students needs to be a much bigger priority. These students deserve and need their individual needs met in a variety of ways, including increasing staff, classrooms, and services. We should be doing the most we can for them, not the least.	Success for our students is when every learner feels valued, challenged, and empowered to reach their full potential — in learning, in character, and in life.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	I think staff and student safety should be number one. If the classroom is not a safe environment for students to learn in, it does not matter how good or up to date the curriculum is.	That they have made improvements throughout the year	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No	Students demonstrate academic growth. They actively participates in learning, be able to apply knowledge to real-life situations, and gains skills that will benefit them in the future. Students learn to respect others, collaborate, and build confidence in themselves as they become independent and responsible in achieving their goals. Moreover, they are able to meet academic standards and curricular goals.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Student (11th)	I agree with these priorities and that we should maintain these for next year	culinary is a big part of Reynolds and kids are always able to just go in there if you have the class and just make food and for me that is a priorities because it makes me feel like i belong somewhere	that we are happy health and get a education	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Student (9th)	I agree with these priorities and that we should maintain these for next year	A Teachers salary - Please don't cut anyone else!	That the school helps them prepare for life outside of school, academically and socially.	Don't forget that teachers are an essential part of school, and that they should not get cut.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Student is engaged in classes, learning and is happy and thriving in an environment in which they are making meaningful connections with other students and staff. They look forward to school activities and events.	Why exactly does there continue to be budget concerns?
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Student (12th)	I agree with these priorities and that we should maintain these for next year	Workshop classes like Metals. Funding for teachers, don't fire our teachers.	Having access to resources such as good computers, teachers, after school hours, libraries, clubs, extracurriculars.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Student (12th)	I agree with these priorities and that we should maintain these for next year	Yes adding more field trips for students would be a good thing to encourage.	Having good grades, helpful teachers and staff and being supported in the ways they may need.	None
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			I appreciate the focus on mental health resources for kids
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No	It means being able to exceed academically and being able to get the support they need in all areas.	
Student (11th)	I agree with these priorities and that we should maintain these for next year			
Student (10th)	I agree with these priorities and that we should maintain these for next year	No	To be able to be comfortable to ask for help and be able to get a bigger connection with the community after or during school.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	None.	A sense of safety and strong community.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Meetings by state standards, but also having the opportunity to explore outside of academic categories and to come to understand how their schools function as communities.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Make sure that there's extra support in Elementary classroom! Especially for those students who need extra support	Success for our students means that they feel like they belong, did they're safe, and they feel supported in order to learn.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Teachers, please hire more teachers	Having enough teachers, so the number of students per teachers is between 17-22 this would allow teachers to not feel overwhelmed and better support each student	Hire more support for teachers
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Hiring more teacher support	Having more teachers to support students.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	I strongly feel quality food and gardening need to be taught in the school system. Health starts with what we put in are bodies and can change a child's life.	Success is giving our children the tools to survive in this every changing world.	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		<p>Competency in reading and math.</p> <p>Allowing advanced students to continue learning at a quicker pace if needed, and not "paused" if their peers aren't quite there. If they are slowed down, then they may feel bored or lose interest.</p> <p>Ample opportunity for physical activities during PE and recess.</p>	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			<p>It's ridiculous our kids can't wear jerseys on game days. This not helps with promotion of school athletics it builds a sense of confidence, camaraderie, and may help influence students how may not attempt to try athletics to actually want to be involved. In my day at Reynolds sports was a driver of success. It helped with motivation, kept kids motivated to keep up grades, more involvement in school activities. It's free branding and promoting school spirit. Prep rallies to promote students that actually care, show up scholastically is important and they should be recognized.</p>
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year		<p>For me working at a behavior school, I want priority given to these behavior classrooms and handling these students. I personally would not have allowed my kids to attend a school with such extreme behavior having to be witnessed by the student body. I personally witnessed one of these 3rd grade boys physically knock a small aide to the ground, it was very upsetting to us all. This very petite aide was rolling on the ground. Our system seems to be broken, these students realize they have the upper hand and spend much of the day running about and heading to the play yard. Thankfully we do have a dedicated staff who try their very best.</p>	<p>These program changes may not save the district money but certainly would save tax payer dollars. With the supper program, I would not allow a school to have a program with under a certain amount of children actually participating. What are the actually numbers of attendance. Combine 2 schools if you are under lets say 50. I also do not feel that we should be providing a full supper meal, with the obesity rate in our country why would we encourage our kids to eat a meal so close to them having had lunch? I know every nutrition director will want the added money a supper meal provides but actually what should be provided is a simple snack meal that will still provide some revenue. With providing only a nutritious snack meal, the kids are happier and you eliminate needing to pay 2 hours to a kitchen employee. A snack meal is just prepared during the normal work day and left for the sun program staff.</p> <p>Thank you for your time, I hope you get lot's of ideas</p> <p>Another thing I would eliminate is the FFVP bite program, this has been a wasteful program. The children love all the fruits ( when they are in stock) but they do not care for the vegetables. This whole program has so much waste and should be eliminated.</p>
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year		<p>Walking away with literacy, passion for learning, healthy relationships, and emotional coping skills</p>	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		<p>A safe space for all to learn, grow, and build community.</p>	<p>Thank you guys for doing a wonderful job throughout all this chaos.</p>

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Maintaining or improving staffing ratios	Having the skills - academic and overall leaning - to succeed in the job market and at high education if they want to pursue it	We were disappointed to see that upper district management was getting raises while teaching staff was being reduced. I don't think that fits with the budget goals at all.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			I do not know what the process involved should be, but it seems it is time to create 'emergency plans' for consolidating schools and creating a multi-track, year round calendar to accomplish this, with input from different stakeholders. These plans might not be needed, but the district needs to have some alternatives given our ongoing funding shortfalls.
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		What about measuring against metrics or benchmarks? If not successful, take corrective actions.	Funding is scarce so don't waste it on non-sense programs like DEI or meaningless activities.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			Ninguno (None)
Student (9th)	I agree with these priorities and that we should maintain these for next year	None	Success means a student has sources to get help like with things to be successful in grades, clubs, etc.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	None missing, my priority is to not see programs pulled or cut that lead to a developmental interest for their future and or a program benefitted to their being, ie language courses.	Additional resources and support available for those that are struggling and need supports to pass or thrive, available programs ie Spanish language and ASL, Automechanics and metals.	None currently
Community Member	I agree with these priorities and that we should maintain these for next year			
Administrator or Director	I agree with these priorities and that we should maintain these for next year	I agree mental health is important and many situations are arising in our staff. This is impacting students. The overall atmosphere of the district is caustic and toxic. This really needs to be addressed for the sake of the students. The students feel the energy from adults and overall morale needs to be addressed. Adults in crisis are not capable of serving students in a positive and healthy way. Students need calm and kindness coming from the adults that serve them. More support from HR to handle these critical situations is needed. Not eyerolling when you bring up potential medical issues and alcoholism. actual support.	To come to a place of encouragement and safety. To learn and be lifted up. To be reminded they can do what they put their minds to even when facing adversity. They can use that anger, frustration, pain and adversity to achieve their dreams. There are no limits and adults need to quit trying to convince them there are. There are many paths to one's journey. Leaders are created by adults who do not limit and hold students accountable. Students are resilient and we need to give them more credit. Most students just want to know someone cares about them not tell them they are a product of their environment.	The unions need to be less toxic and more supportive by helping train and support staff. Be part of the solution and not compact and escalate the problem. Stop creating more tension and getting EVERYONE worked up and turning on each other. We need to support focused adults in these areas not ones that enjoy tearing people down. Supervisors and Administrators need more training on how to deal with union reps and their leadership in meetings. They think they are able to cross examine and do all kind of things that really, they are not allowed to do but we continue to allow it. At one time, we had a lawyer group do training (not HR) on this topic and it was amazing. Then HR needs to support us better when these things happen.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	no	passing, graduating, having some fun	no
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I feel support staff and smaller class sizes will impact student growth more than spending the same money on technology. The more we can help provide a place where students feel valued and connected the better they will do in school. I would prioritize that over buying expensive new technology.	Success means they are literate and at grade level, fully prepared when they graduate. It also means they feel empowered and valuable as a part of this community.	I hope despite the budget difficulties we can create meaningful activities for students to connect and give back to their school, other students, and the greater community they live in. I feel it is a vital area we don't do as well as a school as we did in the past. I would like to see us supporting programs that help build that community in tangible ways.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			Thank you for all you do!

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No everything is there.	Academic Success.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Student (11th)	I agree with these priorities and that we should maintain these for next year	I think the Boys and girls soccer team needs more funding.		
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Maintaining reasonable class numbers to best serve students.	Having a class size that is small enough to allow teachers to help individuals, or small groups of students to fully understand material. Students are able to develop the skills, and access supports they need to be successful in future grades as well as life after school.	
Student (9th)	I agree with these priorities and that we should maintain these for next year		Succeeding in this school means learning everything a student needs to know in a way that is efficient, safe, and comfortable for both the student and the staff.	
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year	Having sufficient classified staff to assist teachers with students who have ongoing unpredictable/unsafe behaviors in classrooms. The shortage of EAs is preventing our children from successfully learning due to constant disruption.		
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	I think there should be more support for IEP students to help them stay on track and get the extra push they need to succeed or catch up on there grade level. Also, for Spanish-speaking and Latino students, it would be great to have more programs, activities, or clubs where they can connect, learn about their heritage, and build confidence in their voice within the school community.	Success means having teachers who take the time to slow down and make sure students truly understand the material, especially those who are struggling. It also means offering tutoring and creating a safe space where students feel comfortable asking for help. Teachers should be consistent and firm but also aware of who needs extra support and connect them to resources. When students feel supported this way, their mental health improves and so does their academic success.	Please consider expanding resources for bilingual education, cultural representation, and IEP support. These make a big difference in helping all students feel motivated and included.
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year		Continued growth in academics from where they started and fostering positive relationships with peers and staff.	
Specialist or Supervisor	I agree with these priorities and that we should maintain these for next year		Having a safe environment to learn and ability to access resources (meals, library, school supplies, and counseling and support) to keep them coming every day to be educated with their peers.	

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Licensed Staff	I agree with these priorities and that we should maintain these for next year	I wonder if there is an understanding amongst the decision makers that student wellness directly impacts academic achievement. Mental well being for many of our students is lacking, and the subsequent disruptions in learning, for themselves and for their classmates, is and should be a major concern. Trauma informed practices, which many teachers have in place, also needs to be in the minds of some of our district leaders, who seem to be so singularly focused on academic achievement, they seem to ignore the severe trauma or see it as an excuse. Perhaps they need some PD in that same area.	Student information is readily available - academic scoring, report card comments that are actually useful and not just what was taught and good luck next year, background like ACES scores and general counseling needs or supports, wraparound services for students who need it. Students can be successful when they feel safe and cared about in classrooms that are reasonably staffed with supporting staff as needed and in classrooms that have reasonable numbers of students. Students can be academically successful when systems are in place that are effective, not continually changing or brand new ideas that aren't fully fleshed out or even begun, placing specialists in extreme stress trying to support a system the leaders don't even know how to run or manage or get planned. Being lockstep with every grade level across the district doesn't guarantee success, and district leaders should be more focused on how students are being supported towards being able to learn instead of what page and lesson teachers are on. Student success includes brain breaks and SEL that teachers are allowed to implement in the moment, and not on a strict x number of minutes per day at this time.	I would love to see the leaders fully understand that teachers are actual professionals who also have training and understanding of their field. Leaders have often not been in the classroom in a minimum of 5 or more years, and therefore have no idea what it is like to teach in a Reynolds classroom TODAY. Many leaders have been in 1 or 2 buildings in the district and have no experience in some of the most trauma impacted schools - and they act like trauma is an excuse. It isn't, but it does have an impact on all that we do. District level leaders can and MUST do better.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Aumentar presupuestos para nuevas contrataciones de maestros y aumentar su salario. (Increase budgets for new teacher hires and increase their salaries.)	Lograr los objetivos trasados por la etapa y grado correspondiente. (Achieve the objectives set for the corresponding stage and grade.)	Pienso que debemos enfocarnos en una buena educacion para los niños de hoy porque seran nuestro futuro mañana. (I think we should focus on a good education for today's children because they will be our future tomorrow.)
Classified Staff	I agree with these priorities and that we should maintain these for next year	Ongoing education and training for staff	Having them feel safe and excited to learn, and ready for what comes next. Not just doing homework and taking tests, but being trained to be lifelong learners and creators.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Administrator or Director	I agree with these priorities and that we should maintain these for next year		Continued positive academic growth fueled by professional development and targeted intervention.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year	I think that these are well set priorities however I think that the district is significantly failing to meet these priorities.	Success means that our students meet and exceed rigorous expectation set.	For priority 1 the district is failing to provide extra help for students by cutting so drastically the budget for ELD teachers. The district has also failed on measure 2 by cutting counseling services. Measure 3 is also lacking because our buildings especially Glenfair is not being adequately kept up.
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	This is covered under staff wellness, but it should definitely be a main priority: teacher mental health and support. Everyone benefits from a well supported teacher.	A safe and encouraging learning environment, well fed, and the tools to learn. If high test scores are one outcome of that, that's great.	Acquiring and training young teachers, especially bilingual ones, would be a big help to the district.

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	See last answer		<p>Reynolds middle school is rife with issues pertaining to bullying and fighting. This makes it extremely difficult for students that desire to succeed to actually do so. Because fighting and bullying is so commonplace, only the most egregious offenses are punished and thus the creation of an environment where students get away with a whole host of nefarious behavior.</p> <p>Aside from physical fights, intimidation is rampant as well as the unhealthy perpetuation of extreme ideals, or at least a particular set of them. So much so that if you question, or God forbid disagree, with even the most benign of sentiments that you are essentially “blacklisted “, earning the student who dares to question, socially damning labels — opening them up to even more bullying and harassment. The acceptance of multiple world views must be tolerated and encouraged. An echo chamber of mirroring principles and ideals has never gotten anyone anywhere other than a one way ticket down ignorant blvd traveling fast to intolerant town.</p> <p>How can this be addressed? What support is there for students who wish to succeed but instead have to constantly look over their shoulder? How can the overarching theme of accepting belief systems that differ from your own be introduced and reinforced? How should harmful social media accounts devoted to bullying students be monitored and addressed?</p> <p>Mental health support should be at the top of the list of priorities as well as ample and available tutoring at no cost (if this is already available the information is not readily available or we’ll know). Extracurricular activities are lacking and they are proven to be a deterrent for poor behavior and help students on their way to success while building life skills.</p> <p>There are so many things at the very heart of education that need work. Things at the core of what helps to either create good humans that contribute positively to society as they grow and come to maturation OR that dismantle and destroy it. The last thing we need is more hate in this world. Our schools MUST do a better job at addressing the hate that already exists in our schools but also prevent it from spreading like the dark plague to our communities that it is.</p>
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Proper staffing	Clean and friendly environment, happy and engaging staff, good healthy food for students.	I'm a custodian for a different district but my kids go to Reynolds every time I go to one of their schools they are dirty and the staff says the need custodians but when I look to apply for work they aren't hiring custodians and they say the food is terrible
Classified Staff	I agree with these priorities and that we should maintain these for next year	No	learning a lot of stuff	nothing

What is your relationship to the District?	In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Are there any significant priorities or focus areas missing?	What does success mean for a student in our schools?	Other Comments:
Student (10th)	I agree with these priorities and that we should maintain these for next year	Better food	Good grades	None
Classified Staff	I agree with these priorities and that we should maintain these for next year		A safe learning environment for all students.	
Student (8th)	I agree with these priorities and that we should maintain these for next year	No	A good environment to learn in.	
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	No		
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year		A student should feel safe and have expectations set for them each school year, by their teachers and other school staff. Teachers need to do their part, and lead by example. Reynolds has a lot of excellent employees, but needs more organization, with follow through. Staff and parents all understanding expectations, would be helpful.	
Licensed Staff	I agree with these priorities and that we should maintain these for next year	We do not have adequate computers for substitutes to use.		Our HVAC system is outdated and our building needs updates. (Sweetbriar)
Licensed Staff	I agree with these priorities and that we should maintain these for next year			
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Licensed Staff	I agree with these priorities and that we should maintain these for next year	Continued funding for school libraries including certified librarians. Our elementary school library has tremendously benefited from having a trained librarian running the program, supplementing core curriculum and student wellness at the same time.		
Classified Staff	I agree with these priorities and that we should maintain these for next year			
Caregiver, Parent, Guardian	I agree with these priorities and that we should maintain these for next year	Teachers updating students assignments in Parent Square, we rely in this to keep tabs on missing assignments but lagging updates are frustrating.	Passing grades, better attendance and higher graduation rates.	Off campus pass accountability has improved at RHS.



*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: December 17, 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 November 30, 2025

	1	2	3	4 (=2 + 3)	5 (=4 - 1)				
<b>RESOURCES</b>	<b>2022–2023 Actual</b>	<b>2023–2024 Actual</b>	<b>2024–2025 Unaudited</b>	<b>FY26 Adopted Budget</b>	<b>FY26 YTD Actuals</b>	<b>% of Budget</b>	<b>Add: Revenue Projections</b>	<b>FY26 Forecasted Balance</b>	<b>Budget to Forecast Variance Fav / (Unfav)</b>
<b>Operating Revenues</b>									
State School Fund	\$ 96,170,190	\$ 102,950,821	\$ 108,665,252	\$ 115,285,455	\$ 57,981,713	50.3%	\$ 56,886,033	\$ 114,867,746	\$ (417,709)
Other State School Fund	32,806,224	33,875,384	35,258,060	41,706,943	8,221,308	19.7%	26,682,620	34,903,928	(6,803,015)
<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>66,203,021</b>	<b>42.2%</b>	<b>83,568,653</b>	<b>149,771,674</b>	<b>(7,220,724)</b>
Local Sources	3,022,599	3,048,772	4,537,567	2,699,000	1,175,495	43.6%	\$ 1,523,505.00	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>1,260,495</b>	<b>16.1%</b>	<b>6,578,505</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>\$ 67,463,516</b>	<b>40.9%</b>	<b>\$ 90,147,158</b>	<b>\$ 157,610,674</b>	<b>\$ (7,220,724)</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>\$ 77,673,616</b>	<b>44.4%</b>	<b>\$ 90,147,158</b>	<b>\$ 167,820,774</b>	<b>\$ (7,010,624)</b>
<b>REQUIREMENTS BY OBJECT</b>	<b>2022–2023 Actual</b>	<b>2023–2024 Actual</b>	<b>2024–2025 Unaudited</b>	<b>FY26 Adopted Budget</b>	<b>FY26 YTD Actuals</b>	<b>% of Budget</b>	<b>Add: Expense Projections</b>	<b>FY26 Forecasted Balance</b>	<b>Budget to Forecast Variance Fav / (Unfav)</b>
<b>Operating Expenditures</b>									
	<b>By Object</b>								
Salaries	\$ 70,161,704	\$ 75,362,331	\$ 78,477,438	\$ 78,247,819	\$ 21,756,649	27.8%	\$ 53,213,434	\$ 74,970,083	\$ 3,277,736
Associated Payroll Costs	34,264,947	37,544,405	41,684,230	47,977,676	12,910,867	26.9%	32,410,097	45,320,964	2,656,712
Purchased Services	27,991,765	26,832,809	33,354,553	32,581,873	13,147,121	40.4%	21,561,516	34,708,637	(2,126,764)
Supplies and Materials	8,434,821	4,360,608	4,504,373	4,664,277	2,090,032	44.8%	1,943,104	4,033,136	631,141
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	1,639,886	96.6%	33,202	1,673,088	24,192
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>\$ 52,619,030</b>	<b>31.6%</b>	<b>\$ 109,211,353</b>	<b>\$ 161,830,383</b>	<b>\$ 4,543,542</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>\$ 52,619,030</b>	<b>30.10%</b>	<b>\$ 109,211,353</b>	<b>\$ 161,830,383</b>	<b>\$ 13,001,015</b>
<b>Ending Fund Balance</b>	<b>\$ 26,681,850</b>	<b>\$ 20,618,328</b>	<b>\$ 10,210,100</b>					<b>\$ 5,990,391</b>	
<b>REQUIREMENTS BY FUNCTION</b>	<b>2022–2023 Actual</b>	<b>2023–2024 Actual</b>	<b>2024–2025 Unaudited</b>	<b>FY26 Adopted Budget</b>	<b>FY26 YTD Actuals</b>	<b>% of Budget</b>	<b>Add: Expense Projections</b>	<b>FY26 Forecasted Balance</b>	<b>Budget to Forecast Variance Fav / (Unfav)</b>
<b>Operating Expenditures</b>									
	<b>By Function</b>								
Instruction	\$ 75,949,684	\$ 86,050,468	\$ 98,370,445	\$ 101,002,292	\$ 29,025,458	28.7%	\$ 71,803,873	\$ 100,829,331	\$ 172,961
Support Services	47,568,680	57,463,767	61,521,259	63,830,294	22,315,951	35.0%	37,154,125	59,470,076	4,360,218
Enterprise and Community Services	164,321	155,960	237,966	291,339	77,621	26.6%	203,355	280,976	10,363
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>\$ 52,619,030</b>	<b>31.6%</b>	<b>\$ 109,211,353</b>	<b>\$ 161,830,383</b>	<b>\$ 4,543,542</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>\$ 52,619,030</b>	<b>30.1%</b>	<b>\$ 109,211,353</b>	<b>\$ 161,830,383</b>	<b>\$ 13,001,015</b>
<b>Ending Fund Balance</b>	<b>\$ 47,608,139</b>	<b>\$ 23,128,960</b>	<b>\$ 10,210,100</b>					<b>\$ 5,990,391</b>	
<b>Ending Fund Balance % of Revenue</b>	<b>27.48%</b>	<b>13.63%</b>	<b>5.94%</b>					<b>3.57%</b>	

Furlough Days Restoration Trigger	Fiscal Period Ending							
	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
1. The audited ending fund balance from June 2025 exceeding \$10.7 million would add back one day.	\$ 10,210,100							
2. State School Fund revenue, net of charter school payments, increasing by more than \$700,000 would add back one day.	\$ 10,528							
3. FTE that is not filled or posted as a vacancy by October 31, 2025 and resulting in savings in the General Fund positions budget in excess of \$529,000 would add back one day.	\$ 150,469							
4. Receipt of new unrestricted grant funding that creates a general fund savings exceeding \$550,000 would add back one day.	\$ -							

# Enrollment Report as of December 8, 2025

	Actual	Projected	Difference
Elementary Total	3805	3807	-2
Middle School Total	1906	1983	-77
High School Total	2555	2599	-44
<b>Reynolds Total</b>	<b>8,266</b>	<b>8,389</b>	<b>-123</b>
Charter Total	1,246		
<b>Total Reynolds and Charters:</b>	<b>9,512</b>		

Elementary Enrollment By Grade Level and Class										
School	K	1st	2nd	3rd	4th	5th		Total	Last Year vs This Year	
Alder	14	27	28	16	26	27				
	16			20	13	13				
Dual Language	23	24	20	21	27	18				
<b>Total</b>	<b>53</b>	<b>51</b>	<b>48</b>	<b>57</b>	<b>66</b>	<b>58</b>		<b>333</b>	Dec 2024	Change
<b># of Classes</b>	3	2.0	2.0	3	2.5	2.5		<b>15</b>	345	-12
<b>Average Class Size</b>	17.67	25.50	24.00	19.00	26.40	23.20		<b>22.20</b>		
Davis	20	22	22	21	33	30				
	19	21	21	21	34	30				
Dual Language (K)	7	15	20	24						
<b>Total</b>	<b>46</b>	<b>58</b>	<b>63</b>	<b>66</b>	<b>67</b>	<b>60</b>		<b>360</b>	Dec 2024	Change
<b># of Classes</b>	2.5	2.5	3	3	2	2		<b>15</b>	299	61
<b>Average Class Size</b>	18.40	23.20	21.00	22.00	33.50	30.00		<b>24.00</b>		
Fairview	20	18	23	22	24	23				
	21	18	22	24	24	27				
STEP	2	3	6	6						
<b>Total</b>	<b>43</b>	<b>39</b>	<b>51</b>	<b>52</b>	<b>48</b>	<b>50</b>		<b>283</b>	Dec 2024	Change
<b># of Classes</b>	2	2	2	2	2	2		<b>12</b>	303	-20
<b>Average Class Size</b>	21.50	19.50	25.50	26.00	24.00	25.00		<b>23.58</b>		
Glenfair	22	19	22	20	26	35				
	24	20	22	21	26	33				
	23	20	22	20	26					
<b>Total</b>	<b>69</b>	<b>59</b>	<b>66</b>	<b>61</b>	<b>78</b>	<b>68</b>		<b>401</b>	Dec 2024	Change
<b># of Classes</b>	3	3	3	3	3	2		<b>17</b>	504	-103
<b>Average Class Size</b>	23.00	19.67	22.00	20.33	26.00	34.00		<b>23.59</b>		
Hartley	19	25	22	24	30	35				
	21	23	22	28	32	35				
			22							
<b>Total</b>	<b>40</b>	<b>48</b>	<b>66</b>	<b>52</b>	<b>62</b>	<b>70</b>		<b>338</b>	Dec 2024	Change
<b># of Classes</b>	2	2	3	2	2	2		<b>13</b>	314	24
<b>Average Class Size</b>	20.00	24.00	22.00	26.00	31.00	35.00		<b>26.00</b>		
Margaret Scott	27	27	28	25	23	31				
	27	25	26	25	24	31				
		12	15	11	13					
<b>Total</b>	<b>54</b>	<b>64</b>	<b>69</b>	<b>61</b>	<b>60</b>	<b>62</b>		<b>370</b>	Dec 2024	Change
<b># of Classes</b>	2	2.5	2.5	2.5	2.5	2		<b>14</b>	364	6
<b>Average Class Size</b>	27.00	25.60	27.60	24.40	24.00	31.00		<b>26.43</b>		

<b>Salish Ponds</b>	23	25	21	28	23	29			Dec 2024	Change
	23	24	20	26	24	30				
<b>Total</b>	<b>46</b>	<b>49</b>	<b>41</b>	<b>54</b>	<b>47</b>	<b>59</b>	<b>296</b>	326		-30
<b># of Classes</b>	2	2	2	2	2	2	<b>12</b>			
<b>Average Class Size</b>	23.00	24.50	20.50	27.00	23.50	29.50	<b>24.67</b>			
<b>Sweetbriar</b>	15	20	26	21	13	14			Dec 2024	Change
	17	21	25	21	12	13				
					15	13				
<b>Total</b>	<b>32</b>	<b>41</b>	<b>51</b>	<b>42</b>	<b>40</b>	<b>40</b>	<b>246</b>	260		-14
<b># of Classes</b>	2	2	2	2	1.5	1.5	<b>11</b>			
<b>Average Class Size</b>	16.00	20.50	25.50	21.00	26.67	26.67	<b>22.36</b>			
<b>Troutdale</b>	27	26	19	28	33	29			Dec 2024	Change
	26	26	19	27	35	29				
			22							
Life Skills	1	10	3	2	6	5				
<b>Total</b>	<b>54</b>	<b>62</b>	<b>63</b>	<b>57</b>	<b>74</b>	<b>63</b>	<b>373</b>	371		2
<b># of Classes</b>	2	2	3	2	2	2	<b>13</b>			
<b>Average Class Size</b>	27.00	31.00	21.00	28.50	37.00	31.50	<b>28.69</b>			
<b>Wilkes</b>	19	23	23	19	30	26			Dec 2024	Change
	18	24	20	18	28	26				
	23	21	21	19	17	13				
		20								
Life Skills		4	4	6	3	4				
<b>Total</b>	<b>60</b>	<b>92</b>	<b>68</b>	<b>62</b>	<b>78</b>	<b>69</b>	<b>429</b>	460		-31
<b># of Classes</b>	3	4	3	3	2.5	2.5	<b>18</b>			
<b>Average Class Size</b>	20.00	23.00	22.67	20.67	31.20	27.60	<b>23.83</b>			
<b>Woodland</b>	20	22	22	32	30	25			Dec 2024	Change
	22	22	21	28	30	26				
		21	22							
Life Skills	2	9	3	7	7	5				
<b>Total</b>	<b>44</b>	<b>74</b>	<b>68</b>	<b>67</b>	<b>67</b>	<b>56</b>	<b>376</b>	386		-10
<b># of Classes</b>	2	3	3	2	2	2	<b>14</b>			
<b>Average Class Size</b>	22.00	24.67	22.67	33.50	33.50	28.00	<b>26.86</b>			
<b>Elementary Total</b>	<b>541</b>	<b>637</b>	<b>654</b>	<b>631</b>	<b>687</b>	<b>655</b>	<b>3805</b>	3932		-127
<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>21.22</b>	<b>23.59</b>	<b>22.95</b>	<b>23.81</b>	<b>28.63</b>	<b>29.11</b>	<b>24.71</b>			

### Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Dec 2024	Change
<b>HB Lee MS</b>	182	207	204					<b>593</b>	725	-132
<b>Reynolds MS</b>	285	279	258					<b>822</b>	710	112
<b>Walt Morey MS</b>	170	175	146					<b>491</b>	518	-27
<b>RHS + Middle College</b>				659	626	535	533	<b>2353</b>	2441	-88
<b>RLA</b>					33	51	118	<b>202</b>	187	15
<b>Secondary Total</b>	<b>637</b>	<b>661</b>	<b>608</b>	<b>659</b>	<b>659</b>	<b>586</b>	<b>651</b>	<b>4461</b>	4581	-120

### Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total	Dec 2024	Change
<b>Arthur Academy</b>	29	31	26	28	28	25		<b>167</b>	169	-2
<b>HOLLA</b>	20	20	17	19	21	21		<b>118</b>	96	22
<b>MLA</b>	45	47	48	48	48	48	280	<b>564</b>	560	4
<b>Rockwood Prep</b>	76	77	67	66	63	48		<b>397</b>	388	9
<b>Charter Total</b>	<b>170</b>	<b>175</b>	<b>158</b>	<b>161</b>	<b>160</b>	<b>142</b>	<b>280</b>	<b>1246</b>	1213	33



*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: December 17, 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. RLA Science Field Trip to Newport, Oregon
- D. RHS JROTC trip to Camp Rilea in Warrenton, Oregon
- E. Authorization to Spend: Metropolitan Family Service

**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  
November 19, 2025  
6:00 PM  
Building I, Edgefield Campus**

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

**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)(e) Real Estate, and ORS 192.660(2)(f) Confidential Information. Executive Session is closed to the public.

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

- Chair Michael Reyes called the November 19, 2025 Business Meeting to order at 6:11p.

**A. Roll Call**

**B. Consider Approval of the November 19, 2025 Agenda**

**C. Pledge of Allegiance**

**D. Land Acknowledgement**

- Read into the record by Chair Michael Reyes.

**E. Mission and Vision**

- Read into the record by Chair Michael Reyes.

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

**A. Student Recognition**

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

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

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

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

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

**A. Annual Nutrition Goal Report**

- Nutrition services is closely watching any disruption or changes to CEP, SNAP, and regulations.

- CEP may be our biggest obstacle in the future - our current status is through June 2028 but we will then have to reapply and may not qualify for the entire district to have free meals.
- Using only whole grain or whole wheat items is a federal regulation.
- "Meatless Mondays" will focus on including plant-based items (nuggets, burgers, etc) verses the normal vegetarian options available daily, which tend to feature cheese or the regular meal just without meat.
- There are regulations that prevent us from giving away any excess food for free. There are a few initiatives that allow for donation but there are no resources provided and we don't currently have the staffing or infrastructure to do this correctly.
- We did a review, tracking waste for a couple years to see trends. Staff makes adjustments weekly regarding quantity of items to help keep waste lower.
- We average 60% of our enrollment eating meals for a variety of factors (bringing own lunches, off-campus lunch for upper RHS students, etc).
- We didn't run into any reimbursement issues while the federal government was shut down.

#### **B. School District Debt Overview**

- Our current PERS bond is through 2028. We don't yet know what it will look like after that.
- While we are eligible to try for a local option levy, it's unlikely to pass due to the burden is would put on our taxpayers.
- Our debt is fairly comparable to other districts.

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

#### **A. Announcements/Reports**

#### **B. Financial Report**

- Furlough days are accounted for in the October report but November will be a better reflection after the first payroll to include furlough has been processed.
- The furlough MOU trigger for the positions closed on October 31 would show up in the salary and associated payroll costs lines.

#### **C. Enrollment Report**

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

I move that the Board approve all Consent Agenda items as presented. This motion, made by Ana Gonzalez Muñoz and seconded by Cayle Tern, Passed.

Yea: 6, Nay: 0

#### **A. Approval of Personnel Order**

#### **B. Approval of Prior Meeting Minutes**

#### **C. RHS Boys Basketball Trip to San Diego, CA**

### **X. 7:35p - Action Items**

#### **A. Procurement Exemption: Construction Manager / General Contractor**

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. This motion, made by Patty Carrera and seconded by Cayle Tern, Passed.

Yea: 6, Nay: 0

**B. 25-26 Revised Certified and Student Calendars**

- The Board would have to approve anytime a day is added back or any other changes are made.

I move that the Board approve the revised 2025-26 calendars for students and certified staff. This motion, made by Ana Gonzalez Muñoz and seconded by Patty Carrera, Passed.

Yea: 6, Nay: 0

**C. OSBA Elections**

I move that the Board vote to elect Kris Howatt for position 18 on the OSBA Board of Directors. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Failed.

Yea: 3, Nay: 3

I move that the Board vote to elect Brenda Rivas for position 18 on the OSBA Board of Directors. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

I move that the Board vote to elect Heather Coleman-Cox for position 17 on the OSBA Legislative Policy Committee. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

I move that the Board vote to elect Althea Ender for position 18 on the OSBA Legislative Policy Committee. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

I move that the Board vote to elect Christy Splitt for position 19 on the OSBA Legislative Policy Committee. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

**D. Executive Session Complaint**

I move to take no further action on the public complaints and to delegate authority to the Board Chair to respond to the Complaint discussed in executive session. This motion, made by Michael Reyes and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

**XI. 7:55p - Board Announcements and Discussion**

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

**B. Upcoming Board Meetings**

**XII. 8:10p - Adjourn**

- Chair Michael Reyes adjourned the November 19, 2025 Business Meeting at 8:46p.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: RLA Science Trip to Newport, Oregon**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: December 17, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

This science field trip is meant to give students a chance to see the Oregon Coast and the unique environment that we have as well as the chance to explore future job opportunities. This trip will involve lab work on the coast at the Hatfield Science Center. Students will dissect fish and mammals one day and design ROVs the next. All three labs will give students a chance to see how science and engineering can be applied to everything that they work with daily.

**Previous Board Action:**

The Board is responsible for approving all overnight field trips.

**Financial Implications:**

The estimated cost of this trip is \$3400, paid from the High School Success grant.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RLA science trip to Newport, Oregon 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: Engineering Science

School: Reynolds Learning Academy

Name of Requester: Rachael Joyce

Date Submitted: 11/17/2025

Dates(s) of Trip: May 14th-16th, 2025

Trip Type:  Activity or Athletic Trip  Educational Trip

Trip Distance/Length:  Over 150 Miles Away  Overnight

Estimated number of students: 14

Number of Chaperones: 2

List of Chaperones:

**Rachael Joyce**  
**Gio Pena**

Lodging: Beverly Beach State Park

Total estimated trip cost: \$3400.

a. How will the trip be funded?  
**High School Success Funds**

b. Are there any out of pocket costs for students?  
**No**

Describe methods of transportation (school bus, activity van, etc).

**Acitivity Van**

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

**This trip will be an accumulation event for the engineering class. We will have spent all year working towards this trip. Any leftover seats will be given to students from other science classes which will help them connect to real world settings to what they are learning in class.**

Itinerary: list all activities/provide general schedule.

Thursday, May 14, 2024

8:00 Students arrive at school and begin loading vehicles  
8:30 Leave RLA and drive to OSU Marine Science Center  
12:00-3:00 OSU Marine Science Center – Dissection Class, Whale Assemble Class and Museum  
4:00 Check-in to Beverly Beach State Park  
4:00-5:00 Organize gear for overnight, go over expectations and rules  
5:00-6:00 Science on the beach.  
6:30-7:00 Dinner  
7:00-9:30 Group teambuilding  
9:30 Bedtime

Friday, May 16, 2024

8:00-9:30 Wake-up, eat breakfast, prep lunch  
9:30-11:00 Science on the Beach  
11:00-11:30 Lunch  
11:30-12:00 Travel to Hatfield Science Museum  
12:00-3:00 Hatfield Science Museum- ROV Challenge class, Career Talk, Tsunami Building Tour  
3:00-3:30 Travel back to campsite  
4:00-5:00 Quiet Time at Campsite (Chance to walk the beach again)  
5:30-7:30 Dinner prep/ Dinner  
7:30-9:00 Evening Group Time  
9:00-10:00 Get Ready for Bed  
10:00 Lights out

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?

The objective of this trip is to give students a chance to experience learning by hands-on activities outside of the classroom. Many have never had a chance to go to the coast and experience the ocean. The hands-on activities (dissecting lab, assemble a Whale Skeleton and ROV Challenge Design Lab) will give students a chance to connect with what we are talking about in class, which will be engineering based. Fish dissection is important, because it is through learning about animals that we are able to create technology that lets us explore our universe. Assembling the whale skeleton lab is important, because it will allow students to see we use natural designs to engineering new devices and there will be some biology connections and the history of whales. The ROV Challenge is important, because students will get a chance to see real challenges that scientists face when designing equipment for exploration. There will be some cross-content learning by going to Ripley's Believe it or Not Museum and Louis Tussaud's Waxworks, where they can see some historical moments of the world in a fun and interactive setting.

Describe supervision plans to ensure maximum safety for students. Be specific.

First Aid kits will be in the van, plus at the camp site and in the teacher vehicle. Students camp sites will be close to the teachers, plus bathrooms and showers. There will be a travel bag in case a tsunami or earthquake happen. Students will be in groups and remain relatively close to a teacher. Gio (who will also be the driver) will have CPR and First Aid training.

Principal Approval: Garrett Jellesma Date: 12-4-2025

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: Kate McLaughlin, Assistant Superintendent

**Subject: RHS JROTC Trip to Camp Rilea**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: December 17, 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:**

RHS Army JROTC is proposing an overnight field trip to attend the VFW Department of Oregon Voice of Democracy Award Ceremony. RHS has been requested to provide a Color Guard for the event. We will attend the ceremony and post the United States and Oregon Flags. A large part of the JROTC curriculum is to provide Color Guard support to Veteran and Civic events.

**Previous Board Action:**

The Board is responsible for approving all overnight field trips.

**Financial Implications:**

The estimated cost of this trip is \$700, which will be fully reimbursed by the VFW Department of Oregon.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS JROTC trip to Camp Rilea in Warrenton, Oregon 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?





## **What you will accomplish in this lesson:**

Perform stationary movements and marching techniques on command



## **Why this lesson is important:**

How do you accurately perform the stationary movements and specific steps used during drill?



## **Essential Question:**

How was drill important in America's past and how can it impact your life today?



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

- Describe the position of attention
- Describe how to respond to positions of rest commands
- Describe how to respond to facing commands
- Describe the correct way to salute in a variety of situations
- Describe how to execute marching movements from various commands
- Describe how to respond to halt commands • Define key words: at ease, attention, double time, facing, halt, hand salute, parade rest, quick time, rest, rest movements, steps



## **You will have successfully met this lesson's purpose:**

- by participating in squall drill as a leader and a member of a squad

- when you demonstrate facing movements upon command
- when you demonstrate the correct way to salute in a variety of situations
- when you give the commands for a squad to perform stationary movements
- when you demonstrate the correct marching movements as commanded
- when you respond correctly to halt commands
- when you assist other Cadets in performing the correct movements as needed



## Learning Activities:

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

1. **Think about** what you know about drill commands. **Prepare** for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.



2. **View** a video about stationary movements and drill.



3. **Participate** in a demonstration exercise about stationary movements..



4. **View** a video about marching in drill.



5. **Participate** in a brainstorming session using a Circle Map to **identify** what is required to perform the drill successfully.



6. **Read** the "Stationary Movements" section in your student text.



7. **Discuss** differences in the stationary drill commands.

8. With a partner, **View** a list of stationary drill commands.

9. **Observe** a demonstration on stationary movements.

10. **Practice** responding to commands for stationary movements.

11. **Answer** the reinforcing question(s).

12. **Practice** responding to commands for stationary movements.

13. **Reflect** on your performance executing stationary movements. **Answer** the Reflection Question(s) presented by your instructor.

14. **Review** the Steps and Marching video from the Inquire Phase..

15. **Read** the “Marching” section in your student text.

16. **Watch** a demonstration about steps and marching/movements at a series of stations. **Practice** the steps and marching/movements.

17. **Create** a Flow Map showing the commands and responses for your assigned topic.

18. **Share** your Flow Map with the class.

19. **Answer** the reinforcing question(s) .

20. **Practice** the steps and marching/movements from the Flow Map that another group created..

21. **Revise** the Flow Map as needed to clarify the commands and responses. Post the Flow Map at the designated station.

22. **Practice** responding to commands for steps and marching/movements by moving through the series of stations.

23. **Reflect** on teamwork and the drill steps you practiced. Answer the Reflection Question(s) presented by your instructor.

24. **Complete** the Stationary Movements and Marching Techniques Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

25. **Review** the key words of this lesson.

26. **Review** this lesson's Essential Question.

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Approval to Spend: Metropolitan Family Service**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: December 17, 2025

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**Connection to Strategic Plan Goal Topics:**

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

**Summary / Background:**

In Spring 2023, the Reynolds School District was awarded a 5 year 21st Century Community Learning Center Grant from the Oregon Department of Education. Funds pass through RSD to Metropolitan Family Service (MFS) to operate after school programming, family engagement, and STEM programming at Margaret Scott Elementary and HB Lee Middle Schools. Entering year 3 of implementation, RSD has carryover funds proposed to roll into this year's agreement with MFS totaling \$609,802.78.

In addition to 21st Century, the statement of work also includes in-kind programming provided by MFS across the district including: food pantries, SUN Programs, Family Resource Navigation, Experience Corps, and the Ready Set Go early learning program.

**Previous Board Action:**

The Board is responsible for approving all spending over \$500,000.

**Financial Implications:**

The total cost for this contract is \$609,802.78 and is funded through the 21st Century Community Learning Center Grant.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board authorize the district to spend over \$500,000 on the agreement with Metropolitan Family Services.

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

**REYNOLDS SCHOOL DISTRICT #7  
PERSONAL/PROFESSIONAL SERVICES AGREEMENT**

**THIS AGREEMENT**, entered into by and between the Reynolds School District #7 "RSD" and "Contractor", and in consideration of the following covenants, conditions, and considerations:

Contractor: Metropolitan Family Service

**WITNESSETH:**

**1. The contractor shall provide RSD with the following information:**

- a. Company Legal Name Metropolitan Family Service
- b. Contract Signer Name Judy Strand Contract Signer Email judys@mfs.email
- c. Mailing Address 1700 NW Civic Drive, Suite 200, Gresham, OR 97030
- d. Telephone Number 503.232.0007
- e. Federal Tax ID No. 93-0397825 *\*Contractor must submit W-9 to RSD's Finance Department*
- f. Business Designation (check one)     Individual     Sole proprietorship     Partnership  
 Corporation     Community College     Other: 501C3

Payment information will be reported to the IRS under the name and taxpayer ID number provided above. RSD is required by the Internal Revenue Service to obtain this information in order to report income paid to the Contractor by the District. If the information is not provided, RSD will be required to withhold 31 % of all future payments made to the Contractor.

1099 Withholding Exemption:

If exempt from backup withholding (form 1099 reporting), check this box  and check your qualifying reason below:

- i. Corporation
- ii. Tax Exempt Charity under 501(a), or IRS
- iii. The United States or any of its agents or instrumentalities
- iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
- v. A foreign government or any of its political subdivisions
- vi. District will deduct taxes from pay, which will occur monthly

f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder?     Yes     No     N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract?     Yes     No     N/A

**2. Statement of Work:** Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved). *\*Attach an exhibit/additional sheet if needed.*

See Exhibit A attached.

**3. Contract Term:**

This Contract becomes effective on: July 1, 2025  
Unless terminated earlier as provided below, this Contract shall continue through: June 30, 2026

**4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.**

a. The entire, agreed-upon compensation for the services to be performed under this contract is: \$ 609,802.78  
*\*Use additional sheets if needed.*

b. If services are to be charged at a periodic rate: Rate charged: \$ \_\_\_\_\_ per (period) \_\_\_\_\_ month

What is the total estimated compensation? \$ \_\_\_\_\_

*Additional description of pay, if applicable:*

See budget attached.

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the Contractor shall notify the RSD Finance Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Finance Department of the increase in time required to complete the services and received approval from the Finance Department to perform services up to the newly approved contract time.

**Exhibits:** As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services stated above, the following additional documents or reports relating to the service performed: *(Check all that apply)*

Exhibit A: Statement of Work       Exhibit B: Contractor's Proposal       Exhibit C: Insurance Requirements

Other (please describe): \_\_\_\_\_

If RSD is required by law to withhold any monies from Contractor (e.g., PERS), such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of \$500,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed \$500,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors. If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed \$500,000, Contractor shall notify RSD. RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of \$500,000. No compensation shall be due or payable to Contractor in excess of \$500,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent of Student & Family Services and District Operations a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary, or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from, any governmental assessments resulting from Contractor's services or compensation, including but not limited to

income tax, Social Security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.
9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:
  - a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
  - b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
  - c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
  - d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. **Payment for Medical Care:** This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.
11. **Non-Appropriation; Adequate Funding:** RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.
12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.
13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of \$2,000,000 per occurrence, \$3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

Reynolds School District #7  
Judy Strand  
2021.09.22  
09:21

*Initial if applicable.* Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than \$1,000,000 per occurrence.

Reynolds School District #7  
Judy Strand  
2021.09.22  
09:21

*Initial if applicable.* Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least \$1,000,000 for each claim, incident, or occurrence.

Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverages within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members, and employees are additional insureds with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.
15. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.
16. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.
17. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
  - a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
  - b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
  - c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.
18. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.
19. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.
20. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.
21. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this

Contract, whichever date is later.

22. **Ownership of Work Products.** Contractor agrees that any and all goods or services provided by or developed for RSD are intended as “works made for hire” by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor’s performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor’s intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.
23. **Work Performed on RSD Property.** Contractor shall comply with the following:
- a. **Identification:** When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
  - b. **Sign-in Required:** As required by schools and other RSD locations, each that day Contractor’s employees are present on RSD property, those employees must sign into the location’s main office to receive an in-school identification/visitors tag. Contractor’s employees must display this tag on their person at all times while on RSD property.
  - c. **No Smoking:** All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
  - d. **No Drugs:** All RSD properties are drug-free zones as enforced by local law enforcement.
  - e. **No Weapons or Firearms:** Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.
24. **Unsupervised Contact with Students.** This provision is required by statute. “Unsupervised contact” with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District’s obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor’s employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District’s requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.
25. **Confidentiality; FERPA Redislosure.** Family Education Rights and Privacy Act (“FERPA”) prohibits the redislosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redislosure of confidential student information must be in compliance with the redislosure laws of FERPA. Contractor is not to redisclose information without prior written notification to and written permission of RSD.

26. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.
27. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.
28. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.
29. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.
30. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.
31. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.
32. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.
33. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.
34. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.
35. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.
36. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

**IN WITNESS WHEREOF**, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

**Reynolds School District #7**

**Contractor**

\_\_\_\_\_  
Signature of Superintendent or Authorized Signer

**Judy Strand**

Digitally signed by Judy Strand  
Date: 2025.10.22 13:50:48 -07'00'

\_\_\_\_\_  
Signature of Contractor

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

\_\_\_\_\_  
Judy Strand

\_\_\_\_\_  
Contractor Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
CEO

\_\_\_\_\_  
Contractor Title

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
10/22/2025

\_\_\_\_\_  
Date Signed

**Review required for final authorization**

\_\_\_\_\_  
Signature of Program Director

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Site Manager

\_\_\_\_\_  
Date Signed

**Account code for applicable charges** \_\_\_\_\_  
(Required for revenue, expense, and pass-through funds)

Board approval required if estimated charges exceed \$500,000      Board approval date: \_\_\_\_\_

Background check completed (required if in direct contact with students)

Certificate of insurance provided

## MFS RSD PSA 2025-26 Exhibit A

**1. Service: School Based Food Pantries** - continuation of services offered in FY 2024-25. Service is provided for the full year with pauses for vacations.

MFS will provide fresh healthy groceries to families and members of the school community at the Davis Elementary School Free Food Market and the Glenfair and Alder Food Pantries (open to all community members). Having enough to eat helps students feel better and concentrate in class, and helps community members provide healthy food for themselves and their families.

We will also provide after school cooking classes offered during SUN programming for Glenfair and Alder students.

Schools: Alder, Davis and Glenfair Elementary Schools

Staff by building: • Alder- 2 staff • Davis- 3 staff • Glenfair- 3 staff

Mechanism for MFS and RSD to evaluate outcomes for students and/or families from engagement?

We distributed a survey in Spring 2025 to families accessing food pantries at Alder and Glenfair about language needs, food preferences, and overall client experience at our food pantries. We bring interpreters of multiple languages to food pantries twice yearly to solicit feedback from clients. We also have a presence at back to school nights and other school events to connect directly with school families.

**Service - SUN Youth Advocate** - continuation of services offered in FY 2024-25. Case management of 30 students to support attendance and academic success.

**Schools:** H.B. Lee Middle School, Reynolds High School, Reynolds Middle School

**One staff member works at all three schools. Schedule at each building:**

Monday	Reynolds HS	10am- 5pm
Tuesday	H.B Lee	10am- 5pm
Wednesday	Reynolds HS	10am- 6pm
Thursday	H.B. Lee	10am- 4pm

Friday	Reynolds HS/Reynolds MS	10am- 5pm ( <i>by appointment</i> )
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**Mechanism for MFS and RSD to evaluate outcomes for students and/or families from engagement?**

Annual assessments and student exit surveys are tracked in WellSky.

SYAs meet with their supervisor biweekly to discuss caseloads and student goals. The focus population is middle and high school- age students who are experiencing racial discrimination, structural barriers, repeat disciplinary actions and who are traditionally underserved. SYAs primarily support students with social emotional learning, goal setting, life skills and academic growth.

All data is collected through ETO and WellSky. Half year reports and end of year reports are completed annually. This gives the SYAs the opportunity to reflect on their data and plan accordingly for future terms.

During the intake process, students are given a survey and goal sheet to support the goal setting process. SYAs meet with participants on their caseload at least 1 hour a month. This looks like 1:1 check-in's during the school day (lunch time/passing time), after school programming and occasional check-ins during the summer months.

**Service - Family Resource Navigator** - continuation of services offered in FY 2024-25.

100 households will receive support from the Family Resource Navigator (including case management, rent assistance referral, group skill building, language access and outreach contacts). At least 80% of people served will identify as Black, Indigenous, Families of Color, and culturally specific communities.

**Schools:** Margaret Scott, Wilkes, Glenfair, Reynolds Middle, Hartley, Davis, Salish Ponds, Alder, Fairview, H.B. Lee, Rockwood Preparatory Academy, HOLLA school

**One staff member works with all 12 schools. The staff member works out of one school building (assigned by Multnomah County).**

Monday	H.B Lee	10am- 5pm
Tuesday	H.B Lee	10am- 5pm
Wednesday	H.B Lee	10am- 5pm
Thursday	H.B. Lee	10am- 5pm
Friday	MFS Civic Office/ Home	10am- 6pm

## **Mechanism for MFS and RSD to evaluate outcomes for students and/or families from engagement?**

Qualitative reporting for Family Resource Navigator services will be through a Mid-Year and Year End Report. Exit questions should be administered whenever possible when the individual is finished working with the FRN staff. A follow-up survey will be sent to those families receiving SUN Rent Assistance to evaluate housing stability after 6 months.

### **Wellsky FRN data collection:**

1. Output data fields:
  - a. Race/Ethnicity, using Inclusive Identity Categories
  - b. Number of households served, by FRN School
  - c. Number of services provided to each household by Service Type
  - d. Number of supports sought by Resource Type
  
2. Outcome data fields:
  - a. "Was this program helpful to you and your family?" Y/N
  - b. "I know how to access the resources I need" Y/N

### **Service: Preschool Ready, Set, Go!, P3 (Play & Learn), Early RSG! (e'RSG 0-3 years)**

- RSG! is a bilingual culturally responsive early childhood education program that includes parent-child interaction groups, parent engagement in the form of parenting groups, volunteer opportunities, and school based celebrations/activities/workshops. Over 70% of who we serve are at or below the poverty level. We serve families from a diverse set of backgrounds and languages with over 40% of our families speaking Spanish and of Latin American descent. We provide a consistent, predictable, and inclusive program for families to get together to learn about their child's development, increase family unity and approach to their child's learning, and decrease isolation. Parents/caregivers attending show an increase in parent confidence and have clear goals on how to support their child's education at home. We provide a high quality environment borrowing from philosophies like Reggio Emilia, Waldorf, Montessori, and Inquiry Approach. For classroom set-up, curriculum development, and play-based learning we follow the Inquiry Approach which is child centered and child guided learning. Through open ended questions and observations teachers tailor their classroom to the needs and interests of the children and parents/caregivers. Children and families see themselves reflected in the classroom in the form of real pictures, books, food, and celebrations. We also work closely with Multnomah Early Childhood Program (MECP) to provide a responsive and inclusive classroom to all children of all abilities. We never expel or suspend children from our classrooms and are open to working with parents/caregivers/providers to support inclusion and increase teacher knowledge and/or awareness. We use assessments/tools\* (depending on age) to support our

understanding of where children are in their development. These include: ASQ-3, ASQ-Social Emotional(SE), Get Ready to Ready (GRTR), Child Behavior Rating Scale (CBRS). For parenting education, we use the Make Parenting a Pleasure (MPAP) curriculum and use the Parenting Skill Ladder and RSG! Family Survey to gain feedback and insight on the impact of parenting education and our program. Our staff are bilingual; we strive to hire staff that come from and represent the communities we serve, as well as support work training experience for parents/caregivers in the early childhood field. Staff are trained on the Pyramid Model (Positive Behavior Intervention Support), Inquiry Approach, observational learning, early childhood milestones, and are encouraged to continue their learning with outside organizations. Staff are registered on the Oregon Registry Online (ORO), have a food handlers card, and are trained mandatory reporters.

- P3 is a program funded by Early Learning Multnomah (ELM) to link young children and families to the school and provide an opportunity for parents to connect with other parents before their children enter kindergarten. P3 and RSG! are joined into one program at Fairview Elementary

**Schools:** Margaret Scott and Fairview Elementary

**Staff by building:**

- Margaret Scott - 3 staff
- Fairview - 3 staff

**Schedule at each building:**

Margaret Scott Elementary (Portable)	M-F 7:00 AM - 5 PM (weekends and late evening occasional)
Fairview Elementary	M-F 7:00 AM - 5 PM (weekends and late evening occasional)

**Mechanism for MFS and RSD to evaluate outcomes for students and/or families from engagement** - MFS can share RSG Family Assessment which is done at the end of each school year

**1. Service: Community Schools**

Community School services include extended day programs (before school and/or after school), Family Resource Navigation, and Family Engagement.

**Schools served:** Alder, Davis, Fairview, Salish Ponds, Margaret Scott and Glenfair Elementary Schools, and H.B. Lee Middle School

**Staffing:** 1 Program Manager, 1 SUN Site Manager or 1 CAFE Site Manager, 1 Program Assistant, Activity Leader, 1 SUN Youth Advocate (SYA). Staff who visit sites intermittently are Department Director, Program Quality Manager and Data Coordinator.

**Schedule at each building:**

Sites	Staff on Site	Program Time
Alder	9:00 am - 6:00 pm	Monday - Thursday 2:15pm-5:00pm

Davis	9:00 am - 6:00 pm	Monday - Thursday 2:15pm- 5:00 pm
Fairview	9:00 am - 6:00 pm	Monday- Thursday 2:45 pm- 5:30 pm
Glenfair	9:00 am - 6:00 pm	Monday - Thursday 2:15 pm- 5:00 pm
Salish Ponds	9:00 am - 6:00 pm	Monday -Thursday 2:15 pm- 5:00 pm
HB Lee	9:00 am - 6:00 pm	Monday- Thursday 2:15pm- 5:00pm
Margaret Scott	8:30 am - 5:30 pm	Monday-Thursday 2:15pm- 5:15pm

**Mechanism for MFS and RSD to evaluate outcomes for student and/or families from engagement :**

- GroupTrail (Service Point/WellSky) / ETO Data
- SUN Outcome Progress/ Reporting: Annual Plans, Mid and End of Year Reports, Site Monitoring
- 21CCLC Outcome Progress/Reporting: Program reflection, Action Plan, APR Data reports, End of year Local Evaluation. Site Monitoring.

**Service: AARP Foundation Experience Corps (EC)** Experience Corps is an intergenerational tutoring and mentoring program that engages trained people who are age 50+ as tutors to help students become better readers by the end of third grade. EC employs a structured, evidence-based model that improves the overall reading ability of students by building their fluency, accuracy and comprehension skills. Volunteer training focuses on literacy tutoring and effective engagement strategies, DEI, SEL, child development, and other topics.

**School Served:** Davis Elementary

**Staffing:** 4-6 volunteers serve on site. One staff member is off site but visits regularly to support volunteers, bring supplies, and meet with the site liaison.

**Schedule:** Volunteers generally serve Mondays – Thursdays in the mornings and are matched with a minimum of 4 students each. Volunteers meet with each student twice per week for 30-minute tutoring sessions.

**Mechanism for MFS and RSD to evaluate outcomes for student and or families from engagement:** The program collects reading assessment data 3 times per year, volunteers also complete an SEL survey for each student they tutor, three times per year, and they track the number of tutoring sessions for each student match. Site Liaison completes a program survey at the end of the year.



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

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Acceptance of Student Investment Account (SIA) Grant**

Type:  Action Item       Report / Presentation

Policy: DD: Funding Proposal Applications

Date: December 17, 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:**

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

**Previous Board Action:**

The Board accepts all grants.

**Financial Implications:**

The SIA grant is an expense reimbursement grant of up to \$7,819,906.57 for the 2025-26 school year, and \$10,970,675.56 for the 2026-2027 school year.

**Motion to Approve Agenda:**

- A. Motion Made by Board Member:
  - a. I move that the Board authorize staff to accept the Student Investment Account Grant from Oregon Department of Education in the total amount of \$21,606,486.14.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

Grant No. **39289**

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

### SECTION 1: AUTHORITY

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

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

### SECTION 2: PURPOSE

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

### SECTION 3: EFFECTIVE DATE AND DURATION

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

## SECTION 4: GRANT MANAGERS

### 4.1 Agency’s Grant Manager is:

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

### 4.2 Grantee’s Grant Manager is:

Frank Caropelo  
 1204 NE 201st Ave  
 Fairview, OR 97024  
 fcaropelo@rsd7.net

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

## SECTION 5: PROJECT ACTIVITIES

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

## SECTION 6: GRANT FUNDS

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

Grant Period	Performance Period	Amount
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$21,511,128.55</b>
Less: 2025–27 Q1 projected amount made available under Agreement number [34473] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$2,720,546.42)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$7,819,906.57</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$10,970,675.56</b>
<b>2027-29 Quarter 1 projected (2027-29 Q1)</b>	July 1, 2027 – September 30, 2027	<b>\$2,815,904.01</b>
<b>Total Grant Funds ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)</b>		<b>\$21,606,486.14</b>

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

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

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

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

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

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

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

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

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

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

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

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

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

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

## SECTION 9: OWNERSHIP

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

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

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

## **SECTION 10: CONFIDENTIAL INFORMATION**

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

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

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## SECTION 11: INDEMNITY/LIABILITY

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

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

## SECTION 12: INSURANCE

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

## SECTION 13: GOVERNING LAW, JURISDICTION

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

## SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

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

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

## SECTION 15: DEFAULT

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

## SECTION 16: REMEDIES

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

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

## **SECTION 17: WITHHOLDING FUNDS, RECOVERY**

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

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

## **SECTION 18: TERMINATION**

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

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

## SECTION 19: MISCELLANEOUS

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

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

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

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

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

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

## SECTION 20: SIGNATURES

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

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

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

By: Michelle Choate  
Contracting Officer

11/04/2025  
Date

### Reynolds SD 7

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Title

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

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

By: AAG Devon Thorson  
Assistant Attorney General

11/04/2025 via email  
Date

# EXHIBIT A THE PROJECT

## SECTION I – BACKGROUND AND GOALS

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

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

The SIA grants are designed to achieve two primary purposes:

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

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

### **Charter School Participation**

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Multnomah Learning Academy, Reynolds Arthur Academy, and HOLLA School**, which are district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

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

## SECTION II – PROJECT DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SECTION III – PROJECT ACTIVITIES**

### **Integrated Plan Implementation**

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

### **Allowable Use of Grant Funds**

Grantee must use the Grant Funds only for:

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

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

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

**SECTION IV – REPORTING REQUIREMENTS**

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

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

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

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

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

### **SIA Grant Monitoring**

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

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

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

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

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

### **SECTION V – DISBURSEMENT**

#### **Disbursement of Grant Funds**

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

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

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

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

**Allocation and Projections**

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

## EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK REYNOLDS SD 7

### SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

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

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

#### A. Start to See: Early Signs of Progress

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

#### B. Gaining Traction: Intermediate Changes

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

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

**C. Profound Progress: Substantial and Significant Changes**

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

**SECTION II – FINALIZED CO-DEVELOPED LPGTS**

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

<b>Target Type</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	60.5%	63.0%	67.0%
<b>Stretch Target: All Students</b>	64.5%	67.0%	70.0%
<b>Gap-Closing Target: All Focal Group Students</b>	59.0%	62.5%	66.0%
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	68.1%	69.5%	72.0%
<b>Stretch Target: All Students</b>	71.0%	73.1%	75.1%
<b>Gap-Closing Target: All Focal Group Students</b>	70.0%	70.5%	72.0%
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	74.5%	77.5%	80.0%
<b>Stretch Target: All Students</b>	76.0%	79.5%	84.0%
<b>Gap-Closing Target: All Focal Group Students</b>	75.2%	78.1%	80.0%
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	29.0%	31.0%	34.0%
<b>Stretch Target: All Students</b>	30.0%	32.0%	34.0%
<b>Gap-Closing Target: All Focal Group Students</b>	22.5%	26.5%	30.0%
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	51.0%	52.0%	52.5%
<b>Stretch Target: All Students</b>	51.5%	52.5%	53.0%
<b>Gap-Closing Target: All Focal Group Students</b>	49.0%	51.0%	52.2%

**SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)**

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

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

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS**

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

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

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

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

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

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

### **COMMERCIAL GENERAL LIABILITY**

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

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

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

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

### **PROFESSIONAL LIABILITY**

**Required**  **Not required**

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

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

### **EXCESS/UMBRELLA INSURANCE**

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

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

### **ADDITIONAL INSURED**

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

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

### **WAIVER OF SUBROGATION**

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

**CONTINUOUS CLAIMS MADE COVERAGE**

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

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

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

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

**NOTICE OF CHANGE OR CANCELLATION**

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

**INSURANCE REQUIREMENT REVIEW**

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

**STATE ACCEPTANCE**

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

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

**Required**    **Not required**

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

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

**Required**    **Not required**

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



*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: December 17, 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. Individual Board Member Reports or Announcements
- B. Upcoming Board Meetings
  - a. Board Business Meeting: January 28, 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: December 17, 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