



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**

February 25, 2026

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	5:30p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.	
II.	6:00p - Call to Order	4
	A. Roll Call	
	B. Consider Approval of the February 25, 2026 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	6:10p - Recognition	7
	A. Student Recognition: Salish Ponds Elementary	
	B. Resolution 2025-2026-016 Classified Employee Week	8
	C. Resolution 2025-2026-017 Women’s History Month	9
	D. Resolution 2025-2026-018 School Social Worker Week	10
	E. Resolution 2025-2026-019 Support of Gender Expansive Students and Staff	11
IV.	6:20p - High School Student Report	12
V.	6:25p - Public to be Heard	13
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	6:45p - Bargaining Group Updates	14
VII.	6:55p - Presentation to the Board	
	A. Bond Committee Update and Draft Package	15
	B. Winter Achievement Data: Acadience, iReady, STAR	39
	C. Class of 2025 Graduation Rates	
VIII.	7:30p - Superintendent's Reports	99
	A. Announcements/Reports	
	B. Financial Report	100

	C. Enrollment Report	104
IX.	7:50p - Consent Agenda	106
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	108
	C. 2026-2027 MESD Local Service Plan	113
	D. Field Trips	
	i. RHS DECA State Conference in Portland, Oregon	151
	ii. RHS MESD Title I-C Trip to Washington, DC	155
	iii. RHS Key Club Convention (DCON) in Portland, Oregon	158
	iv. RHS Varsity Baseball Tournament in Boise, Idaho	162
	v. HB Lee Orchestra Competition in Bend, Oregon	167
	E. Resolutions 2025-2026 -016 to -019	
X.	7:55p - Action Items	
	A. Resolution 2025-2026-020 Budget Appropriation	173
	B. Authorization to Spend: Cooling Tower and Chiller Units for RHS	176
	C. Bond Package for Community Feedback	181
XI.	8:10p - Board Announcements and Discussion	183
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XII.	8:25p - Adjourn	184



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: February 25, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

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

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: February 25, 2026

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 February 25, 2026 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: February 25, 2026

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:

Student Recognition: Salish Ponds Elementary

Resolutions:

- Resolution 2025-2026-016 Classified Employee Week
- Resolution 2025-2026-017 Women’s History Month
- Resolution 2025-2026-018 School Social Worker Week
- Resolution 2025-2026-019 Support of Gender Expansive Students and Staff

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable



Resolution 2025-2026-016

Proclaiming the Celebration of Classified Employee Appreciation Week

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners, and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition, and direct instruction of students; and

WHEREAS, our community depends upon, and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents, skills, and true dedication, contribute to students' social-emotional and academic achievement throughout their school years.

WHEREAS, the 2026 theme for Classified Appreciation Week is "Paving Pathways to Student Success." Every caring adult who supports a child's education is a brick in the pathway to success. When it comes to helping Oregon students thrive, classified employees work around the clock to get the job done.

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims March 2-6, 2026, to be Classified School Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Reynolds School District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Adopted this 25th day of February 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2025-2026-017

Proclaiming the Celebration of Women's History Month

WHEREAS, Women's History Month is an annual, month-long observance in March dedicated to recognizing, honoring, and studying the vital, often overlooked, contributions of women to American history, culture, and society. The 2026 theme is "Leading the Change: Women Shaping a Sustainable Future."

WHEREAS, women of every race, class, and ethnic background have made significant and historic contributions to the growth and strength of our society in countless recorded and unrecorded ways; and

WHEREAS, International Women's Day has been observed since 1908 in the United States when 15,000 women marched in New York City to raise awareness of issues such as wages, shorter working hours, and voting rights; and

WHEREAS, women of every race, religion, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement since the turn of the 20th Century; and

WHEREAS, women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

WHEREAS, despite these contributions, the role of women has been consistently overlooked and undervalued in the literature, teaching, labor, business and in history; and

WHEREAS, additional education is needed in order to increase the knowledge of all citizens relative to the contributions of women to the development of society; and

NOW, THEREFORE, BE IT RESOLVED, Reynolds School District publicly celebrates the month of March as Women's History Month.

Adopted this 25th day of February 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2025-2026-018

Proclaiming the Celebration of National School Social Worker Week

WHEREAS, in their important role in schools, social workers are able to help emphasize the whole child, collaborate with other professionals, link students and families with needed services, and advocate for students; and

WHEREAS, school social workers serve as vital members of a school's education team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success; and

WHEREAS, school social workers are especially skilled in providing services to students who face serious challenges to school success including disability, poverty, discrimination, abuse, neglect, mental illness, homelessness, bullying, familiar stressors, and other barriers to learning; and

WHEREAS, school social workers, being licensed mental health professionals in our schools, provide direct services and necessary assessment, interventions, counseling, family outreach, and community referrals; and

WHEREAS, research indicates that school mental health programs improve educational outcomes by decreasing absences, dropout rates, and discipline referrals, while improving academic achievement; and

WHEREAS, school mental health programs are critical to early identification of, and early intervention for, mental health problems; and

WHEREAS, the theme for this year's National School Social Worker Week is "Unite to Ignite: Celebrating Our Impact" highlighting the collective power of school social workers to unite students, families, schools, and communities, and to ignite positive change, especially amid challenging times

NOW, THEREFORE, BE IT RESOLVED, Reynolds School District publicly thanks our school social workers for the vital role they play in the lives of students in our school district and recognizes March 1-7, 2026 as National School Social Worker Week.

Adopted this 25th day of February 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2025-2026-019

Proclaiming the Support of Gender Expansive Students and Staff

WHEREAS, it is the right of every child, regardless of gender identity, gender expression, or sexual orientation, to access a free public K-12 education and the District welcomes and supports all students; and

WHEREAS, every young person must have equal educational opportunity and freedom from the fear that their basic civil and educational rights will be taken away from them; and

WHEREAS, marginalized communities today are undergoing rapid social, cultural, and political change around policies and practices that are pertinent to the well-being of gender expansive youth; and

WHEREAS, the Reynolds Board of Education recognizes the importance of policies and practices that promote inclusion, belonging, respect, equity, and dignity for all students and staff; and

WHEREAS, Reynolds School District is committed to fostering a working, teaching, and learning environment that is physically, socially, and emotionally safe, inclusive, and affirming for all students and staff, regardless of sexual orientation, gender identity, or gender expression; and

WHEREAS, the Board of Education is also committed to honoring, valuing, and affirming our transgender, nonbinary, and all other LGBTQ2SIA+ students, staff, and families through our policies, practices, and curriculum; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education affirms its unwavering commitment to ensuring the safety, inclusion, belonging, and affirmation of sexual and gender diverse students and staff in all schools within the district; and

BE IT FURTHER RESOLVED, District prohibits discrimination against all persons, whether student, family/caregiver of a student, or District employee, on the basis of actual or perceived sexual orientation, gender identity, or gender expression, or the actual or perceived sexual orientation, gender identity, or gender expression of their associates; and

BE IT FURTHER RESOLVED, that the Board declares the District to be a Safe Space for its students and staff, meaning that the District is a place to work, to teach, to learn, to thrive, and to seek assistance, information, and support free from discrimination and bullying; and

BE IT FURTHER RESOLVED, that the Board will continue to implement and uphold policies that prohibit discrimination, harassment, and bullying based on sexual orientation, gender identity, or gender expression and will work to strengthen a culture of respect and belonging for all.

BE IT FINALLY RESOLVED, that the Reynolds Board of Education stands in solidarity with all students and staff and remains committed to upholding their rights, dignity, and educational success.

Adopted this 25th day of February 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Student Reports

Type: Action Item Report / Presentation

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

Date: February 25, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

According to 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: February 25, 2026

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: February 25, 2026

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: Frank Caropelo, Superintendent

Subject: Bond Committee Update and Draft Package

Type: Action Item Report / Presentation

Policy: FC: Capital Construction Program

Date: February 25, 2026

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:

Over the past three months, the Bond Development Committee has convened to review district facility needs, assess community priorities, and evaluate potential bond project scenarios. The committee's work has included facilitated discussions, listening sessions with stakeholder groups, and structured bond package development activities.

Pending Board direction, the draft bond package will be shared with the broader community to gather additional feedback over the coming months and be refined as needed. A final bond package recommendation will be brought back to the board for approval to move forward with a ballot measure for the November 2026 election.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



BR|IC



Reynolds School District **Bond Development Committee Presentation** February 25, 2026

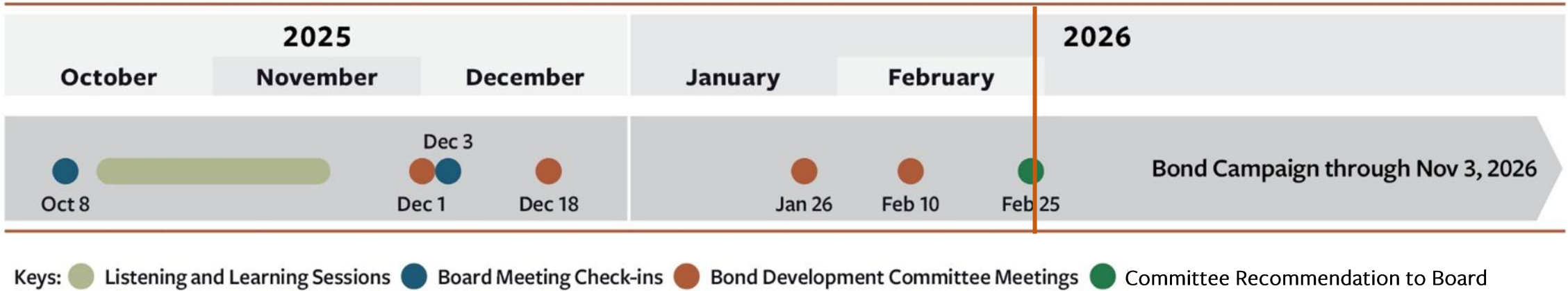
REYNOLDS HIGH SCHOOL

NO PARKING FIRE LANE



Summary of the Process

Where we are in the process



Summary of the Process

Listening & Learning

- BRIC met with several affinity groups identified by RSD leadership
- Sessions centered needs and priorities of historically underserved communities

Bond Development Committee

- **Meeting 1:** Overview of bond planning process and review of Listening & Learning data
- **Meeting 2:** Developed North Stars (guiding principles) & Planning Implications
- **Meeting 3:** Gift Box Exercise –prioritized projects by relative cost
- **Meeting 4:** Build-A-Bond Exercise – built potential bond packages using estimated dollar amounts
- **Meeting 5:** Final bond package voting





Listening and Learning Feedback

Who We Heard From

Student Voices

- Reynolds High School:
 - Key Club
 - Muslim Student Association
 - Raider-to-Raider (Peer Mentoring)
 - Self Enhancement, Inc (student participants were predominantly Black)
 - Latino-focused student affinity group

Family & Community Voices

- East African families & students – (in partnership with AYCO)
- Latino families – (in partnership with Greater Than)
- DHS Caseworkers who support families in Reynolds School District
- RSD Indigenous Parent Group



What We Heard

Basic Needs & Dignity

- Working bathrooms, privacy, and hygiene supplies directly impact students' daily dignity
- Students need spaces where religious practices feel respectful and safe
- Reliable access to food, and water is essential
- Poor maintenance and crowding make daily routines stressful

Overcrowding & Daily Experience:

- Students bump into each other navigating hallways
- Cafeterias, libraries, and bathrooms fill beyond capacity
- Limited seating impacts social connection and comfort
- Overcrowding creates stress and long wait times

“Sometimes I just hold it because there are too many people in the bathroom and only eight minutes to get to class.”
– Latino student

“We’re trying to cleanse ourselves for prayer, but the bathroom is filthy – it doesn’t feel right to do wudu there.”
– Muslim student

“We go to different classrooms every day to pray because we don’t have our own space.”
– Muslim student

“The stalls don’t lock, and there’s a gap where people can look in.”
– Black student

“We go to the library for quiet, but everyone goes in there – it’s so loud.”
– Muslim student

“Reynolds MS is not ADA compliant in all spaces. Wheelchairs can’t get through all doors” – Indigenous Parent

What We Heard

Safety, Trust & Emotional Security (Inside School)

- Interactions with security staff often feel harsh or intimidating
- Harassment and microaggressions erode trust
- Students want school environments that feel protective and welcoming
- Concerns about security systems and seismically ready buildings in the event of an emergency

Learning Comfort & Building Conditions

- Temperature swings, leaks, odors, and aging systems disrupt learning
- Many classrooms lack natural light
- Spaces that feel run down affect both students' well being and their pride in being part of the school community
- Students notice gaps between older and newer facilities

“You come into school, and you want to be happy, but everyone just looks depressed. It’s like the school just drains you.”
– Latino student

“My older brother felt welcome when he saw languages from back home on the walls.”
– East African student

“I worry every day about my children's safety and my safety if we should have to lock down in a building”
- Indigenous parent

“Hijab students get called terrorists on the street.”
– East African parent

“Alder is very old and needs renovation. We’ve been on the list but the bonds haven’t passed.”
- Latino parent

“Trying to do math when it’s 82 degrees in the classroom is really difficult.”
– Student

What We Heard

Access to Activities & Enrichment

- Lack of on-campus fields and facilities limits participation
- Students want more spaces to be active during the day
- Differences across schools impact motivation and school pride
- Families want safe, modern playgrounds for their young children

Transportation & Access Barriers (Getting to School)

- Unsafe walking routes and long walks concern students
- Late or overcrowded buses disrupt routines
- Some families live too close for busing but too far to walk safely
- Transportation challenges contribute to chronic absenteeism and affect access to after-school activities
- Past harm when busing was threatened in Latino neighborhoods

“The playground should be updated. Improving the facilities motivates kids.”
– Latino parent

“We need space to play when it rains. Kids end up playing in classrooms.”
– East African parent

“The field has holes everywhere – it’s not safe for soccer.”
– Black student

“We’re the only high school that has to go somewhere else for our games – it doesn’t feel like our school.”
– Student

“My son has to walk a long way and there isn’t light out. I would like there to be more buses so that he is safer walking.”
– Latino parent

“We need more street lighting – it’s getting dark so early and there isn’t light in front of the schools.”
– Latino community partner

What We Heard

Mental Health Support for Students

- Students ask for quiet, calming spaces when overwhelmed
- High school counselor caseloads impact relationship-building
- Deep concern about future emotional health of children affected by current immigration issues

Community Partnerships & Family Support

- Limited space affects community partners' ability to fully serve students and families
- Families depend on schools for access to basic needs and wraparound support
- Strong relationships make families feel welcomed and supported

“We’ll need a lot of mental health support for children affected by the immigration issues happening right now.”

- Latino parent

“We need a calm-down room, not suspension.”
– Black Student

“The building is old. We’re working out of closets and converted rooms.”

- DHS caseworker

“We need a space where families can celebrate their culture and get resources.”
– East African parent

“Greater Than has helped me and my friends so much. It’s essential.”

- Latino parent

“There’s not enough room for partners. Everything is crowded into one space.”
– DHS caseworker

North Stars & Planning Implications



HEALTHY, SAFE, EQUITABLE ENVIRONMENTS

- 1.1 Students learn in buildings that are consistently dry, warm, safe, and structurally reliable.
- 1.2 Students move through their day with full dignity and privacy when using restrooms and personal spaces.
- 1.3 All students experience equitable access to healthy environmental conditions.
- 1.4 No student group experiences a disproportionate impact from building conditions.
- 1.5 Physical environments support student wellbeing without disrupting learning.



WELCOMING, BELONGING & CULTURALLY RESPONSIVE

- 2.1 Students see their cultures, identities, and lived experiences reflected through the school environment.
- 2.2 Families can enter, navigate, and understand school spaces and information with ease.
- 2.3 Students feel emotionally safe and supported as they move through the school day.
- 2.4 The environment affirms student identity and joy in ways that feel authentic and inclusive.
- 2.5 School culture and visual language reflect the community's diversity and values.



EQUITY-DRIVEN INVESTMENT

- 3.1 Schools with the greatest needs experience the greatest improvements.
- 3.2 Students across the District receive equitable access to high-quality learning environments.
- 3.3 Investments address long-standing disparities that impact student experience.
- 3.4 Resource allocation directly reflects student need and District goals.
- 3.5 Improvements reduce opportunity gaps between schools.



PARTNERSHIP WITH FAMILIES & COMMUNITY

- 4.1 Families can join school activities, meetings, and support services without barriers.
- 4.2 Community partners have space to collaborate with schools in ways that enhance student experience.
- 4.3 Schools feel like community hubs where students and families are welcome throughout the day.
- 4.4 School environments strengthen the connection between learning, family life, and community culture.

Committee Priorities

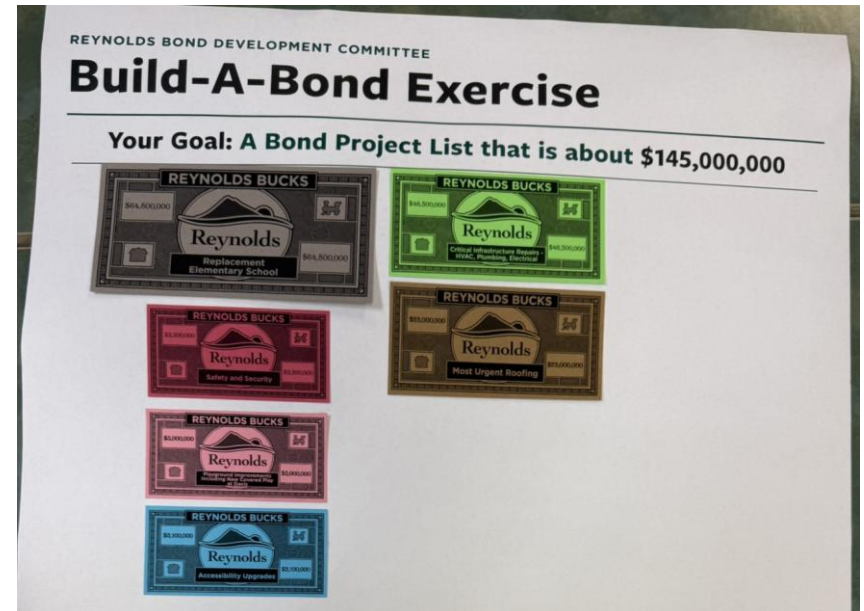
Committee Priorities

Through a series of exercises, committee members narrowed down their top priorities, taking into consideration the North Stars, estimated costs, and community polling results.

Top tier bond items focus on safety (through many lenses), accessibility, and partnerships with community organizations



Net favor	All voters	Shifters	Targets
Improving fire safety by installing up-to-date fire alarm systems and upgrading sprinklers	69%	80%	85%
Increasing student and staff safety by reducing potential exposure to toxic asbestos	66%	83%	78%
Making upgrades to improve A-D-A accessibility - also known as the Americans with Disabilities Act - to ensure that all students, staff, and community members can have equal access to public buildings	64%	77%	84%
Improving bathroom safety by updating aging plumbing, flooring, ceiling tiles and other features	64%	77%	80%
Increasing space for community organizations that play a vital role in supporting students, during, before and after school, offering access to health care, mental health counseling, mentoring, childcare, instruction and tutoring	64%	84%	85%



Committee Priorities

After considering the committee’s recommendations, these landed as the top priorities that will be in the proposed bond package totaling \$151,400,000

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Highest Priority Projects

Safety and Security	\$7,200,000
Critical Infrastructure	\$46,500,000
Roofing	\$24,000,000
Accessibility	\$2,700,000
Athletics	\$6,000,000
Replace Glenfair	\$65,000,000
Total	\$151,400,000

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Exercise

Your Goal: A Bond Project List that is about \$145,000,000

Included by every group



Included by majority of groups



Included by half of groups



Total

= number of groups

Committee Priorities

Additional Projects:

- Including funding from grants, the committee had about \$11,500 left to add into their proposed bond package.
- During the final meeting, committee members discussed and voted on which of the smaller projects should be added in.

Included as Tier 3 (don't think so or other avenues possible)



Total

= number of groups

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Additional Projects Funded with Higher Revenue

Your Goal: About \$11,500,000

Student Restroom Upgrades	\$3,000,000
Additional Roofing Projects	\$8,500,000
Playgrounds	\$3,200,000
Community Rooms	\$2,000,000
Additional Accessibility	\$2,000,000

Total



Proposed Bond Package

Additional Projects

With the updated amount, the committee reached consensus to add the following projects to the package:

- Roofing identified as critical districtwide need.
- Student Restrooms prioritized for middle and high school student well-being.
 - *“Anybody who has been in the restrooms at RHS, RMS, etc. knows how awful they are. Kids avoid them...it’s the number one thing secondary students have been talking about and that’s who we’re serving.”*
- Community Rooms added because they performed well in polling, support underserved students and families, and can be implemented at relatively low cost.
 - *“1:1 counseling for kids is something we rely on a lot...don’t want to toss them in broom closet or classroom. As we lose more social services, we’re relying on community partners more. It’s more than just a community room.”*

Proposed Bond Package

Student Restrooms	\$8,100,000
Safety & Security	\$4,600,000
Critical Infrastructure	\$46,800,000
Roofing	\$27,700,000
Play Areas	\$1,900,000
Accessibility	\$2,700,000
Athletics	\$6,000,000
Community Rooms	\$1,000,000
Replace Glenfair	\$64,400,000
Total	\$163,200,000





Next Steps

Next Steps

Spring 2026:

- BDC members have been urged to share their stories of impact with the larger community and gain public trust with those who are unfamiliar with RSD schools
- Proposed package (pending Board approval) will be taken back to community for feedback – including affinity groups from initial Listening & Learning
- Formation of Community Political Action Committee

Summer 2026:

- Based on feedback, the District will revise draft package and present to Board in late Spring
- Board action to refer to ballot in June 2026
- Second round of polling to test final bond language

Fall 2026:

- Bond campaign





Questions?

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

Subject: Winter 2026 Achievement Data, Mid-Year 9th Grade on Track, and Class of 2025, 4-Year Cohort Graduation Rate and 5-Year Completer Rate

Type: Action Item Report / Presentation

Policy: IL: Assessment Program

Date: February 25, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

Academic achievement data will be presented with comparisons between Fall 2025 and Winter 2026 for K-5 literacy (Acadience), K-5 math (i-Ready), 6-8 literacy (STAR-Reading), and 6-8 math (STAR-Math). In addition, a mid-year metric for 9th grade on track will be presented showing the percentage of students who have earned three or more credits after first semester. Finally, the 4-year cohort graduation rate and 5-year completer rate for the class of 2025 will be presented for both Reynolds High School and Reynolds Learning Academy.

The Board goal for 3rd-grade reading is 42% proficiency for all students by June 2026 (50% by June '28). The Board goal for 5th-grade math is 34% proficiency for all students by June 2026 (50% by June '28). At the 8th grade level for math, the Board goal is 42% proficiency for all students by June 2026 (50% by June '28).

For 9th grade on track, the Board goal is 77% by June 2026 (85% by June '28). The Board goal for 4-year cohort graduation rate is 72% by June 2025 and 77% by June 2026 (85% by June '28).

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.

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

Winter Achievement Data & Class of 2025 Graduation Rates

Rachel Aazzerah, EdS

February 25, 2026

Grades K-5: **Acadience Reading**

Acadience

All Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	26%	40%	+ 14
1st Grade	28%	32%	+ 4
2nd Grade	50%	49%	- 1
3rd Grade	42%	42%	-
4th Grade	42%	39%	- 3
5th Grade	40%	37%	- 3

Acadience Español (Alder & Davis)



All DLI Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	8%	8%	-
1st Grade	10%	18%	+ 8
2nd Grade	33%	33%	-
3rd Grade	20%	25%	+ 5

Acadience

English Learners	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	11%	28%	+ 17
1st Grade	21%	22%	+ 1
2nd Grade	34%	31%	- 3
3rd Grade	19%	17%	- 2
4th Grade	11%	12 %	+ 1
5th Grade	10%	12 %	+ 2

Acadience

Students with Disabilities	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	23%	31%	+ 8
1st Grade	19%	15%	- 4
2nd Grade	40%	32%	- 8
3rd Grade	24%	19%	- 5
4th Grade	13%	15%	+ 2
5th Grade	12%	10%	- 2

Acadience

Black / African American Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	24%	33%	+ 9
1st Grade	29%	29%	-
2nd Grade	39%	34%	- 5
3rd Grade	28%	28%	-
4th Grade	36%	38%	+ 2
5th Grade	27%	37%	+10

Acadience

Latino / a Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	17%	32%	+ 15
1st Grade	21%	22%	+ 1
2nd Grade	42%	40%	- 2
3rd Grade	31%	27%	- 4
4th Grade	31%	32%	+ 1
5th Grade	26%	34%	+ 8

Acadience

Female Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	26%	44%	+ 18
1st Grade	31%	33%	+ 2
2nd Grade	49%	49%	-
3rd Grade	43%	47%	-4
4th Grade	40%	41%	+1
5th Grade	31%	36%	+5

Acadience

Male Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	21%	36%	+ 15
1st Grade	26%	30%	+ 4
2nd Grade	51%	48%	- 3
3rd Grade	41%	36%	- 5
4th Grade	41%	36%	- 5
5th Grade	34%	38%	+ 4

Acadience

Non-Binary Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	0%*	0%*	-
1st Grade	-	-	-
2nd Grade	-	-	-
3rd Grade	100%*	100%*	-
4th Grade	-	-	-
5th Grade	33%*	50%*	+ 17

Grades K-5: **i-Ready Math**

All Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	26%	(26)
1st Grade	3%	12%	+ 9
2nd Grade	4%	11%	+ 7
3rd Grade	3%	10%	+ 7
4th Grade	7%	12%	+ 5
5th Grade	8%	12%	+ 4

English Learners	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	17%	(17)
1st Grade	1%	7%	+ 6
2nd Grade	1%	5%	+ 4
3rd Grade	1%	3%	+ 2
4th Grade	1%	1%	-
5th Grade	0%	4%	+ 4

Students with Disabilities	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	30%	(30)
1st Grade	3%	6%	+ 3
2nd Grade	8%	10%	+ 2
3rd Grade	3%	6%	+ 3
4th Grade	5%	5%	-
5th Grade	3%	6%	+ 3

Black / African American Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	18%	(18)
1st Grade	0%	6%	+ 6
2nd Grade	0%	5%	+ 5
3rd Grade	0%	3%	+ 3
4th Grade	4%	8%	+ 4
5th Grade	6%	11%	+ 5

Latino / a Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	21%	(21)
1st Grade	1%	7%	+ 6
2nd Grade	2%	7%	+ 5
3rd Grade	0%	6%	+ 6
4th Grade	4%	7%	+ 3
5th Grade	6%	11%	+ 5

Female Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	26%	(26)
1st Grade	2%	10%	+ 8
2nd Grade	2%	8%	+ 6
3rd Grade	3%	7%	+ 4
4th Grade	5%	8%	+ 3
5th Grade	5%	9%	+ 4

Male Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	25%	(25)
1st Grade	4%	13%	+ 9
2nd Grade	6%	13%	+ 7
3rd Grade	3%	13%	+ 10
4th Grade	8%	15%	+ 7
5th Grade	10%	15%	+ 5

i-Ready

Non-Binary Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
Kindergarten	-	0%*	(0)*
1st Grade	-	-	-
2nd Grade	-	-	-
3rd Grade	100%*	0%*	- 100*
4th Grade	-	-	-
5th Grade	33%*	0%*	- 33*

Grades 6-8: **STAR Math**

STAR Math



All Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	32%	39%	+ 7
7th Grade	32%	40%	+ 8
8th Grade	33%	40%	+ 7

STAR Math



English Learners	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	12%	16%	+ 4
7th Grade	15%	19%	+ 4
8th Grade	15%	14%	- 1

STAR Math

Students with Disabilities	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	15%	14%	- 1
7th Grade	10%	17%	+ 7
8th Grade	10%	11%	+ 1

STAR Math

Black / African American Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	24%	26%	+ 2
7th Grade	21%	30%	+ 9
8th Grade	21%	30%	+ 9

STAR Math

Latino / a Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	28%	35%	+ 7
7th Grade	22%	34%	+ 12
8th Grade	28%	32%	+ 4

STAR Math

Female Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	29%	37%	+ 8
7th Grade	32%	34%	+ 2
8th Grade	30%	39%	+ 9

STAR Math



Male Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	34%	40%	+ 6
7th Grade	30%	45%	+ 15
8th Grade	35%	40%	+ 5

STAR Math



Non-Binary Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	-	-	-
7th Grade	-	-	-
8th Grade	100%*	67%*	- 33

Grades 6-8: **STAR Reading**

STAR Reading



All Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	36%	41%	+ 5
7th Grade	35%	41%	+ 6
8th Grade	40%	44%	+ 4

STAR Reading



English Learners	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	13%	12%	- 1
7th Grade	10%	14%	+ 4
8th Grade	10%	8%	- 2

STAR Reading



Students with Disabilities	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	12%	16%	+ 4
7th Grade	23%	25%	+ 2
8th Grade	16%	15%	- 1

STAR Reading

Black / African American Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	18%	20%	+ 2
7th Grade	20%	20%	-
8th Grade	36%	40%	+ 4

STAR Reading



Latino / a Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	31%	38%	+ 7
7th Grade	27%	34%	+ 7
8th Grade	31%	38%	+ 7

STAR Reading



Female Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	39%	43%	+ 4
7th Grade	40%	45%	+ 5
8th Grade	43%	49%	+ 6

STAR Reading



Male Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	32%	38%	+ 6
7th Grade	29%	37%	+ 8
8th Grade	36%	39%	+ 3

STAR Reading



Non-Binary Students	Fall 25-26	Winter 25-26	Change Fall to Winter at Grade Level
6th Grade	-	-	-
7th Grade	-	-	-
8th Grade	100%*	67%*	- 33

Mid Year:
**9th Grade on
Track**

9th Grade on Track

- This key indicator is the percentage of students who are on-track to graduate by the end of their first year of high school
- Students are considered on-track if they, by the end of their first year of high school, have earned at least 6 credits
- Mid-Year Percentage of Reynolds High School Students who have earned at last 3 credits after Semester 1:

79%

(+ 5 from 2024-2025)

**Class of 2025:
4-Year Cohort Grad
and 5-Year
Completer Rates**

4-Year Cohort Graduation



All Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	71.9%	79.3%	+ 7.4
Reynolds Learning Academy	33.8%	36.4%	+ 2.6
Reynolds School District	67.2%	74.1%	+ 6.9
Oregon Department of Education	81.8%	83.0%	+ 1.2

4-Year Cohort Graduation



English Learners Anytime in High School <i>Exited Prior to High School</i>	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	61.8% 87.3%	65.4% 91.9%	+ 3.6 + 4.6
Reynolds Learning Academy	* *	* *	* *
Reynolds School District	57.9% 83.9%	59.2% 88.1%	+ 1.3 + 4.2
Oregon Department of Education	68.0% 87.8%	69.8% 89.5%	+ 1.8 + 1.7

4-Year Cohort Graduation



Students with Disabilities	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	60.6%	61.8%	+ 1.2
Reynolds Learning Academy	*	*	*
Reynolds School District	56.3%	60.9%	+ 4.6
Oregon Department of Education	68.8%	72.2%	+ 3.4

4-Year Cohort Graduation



Black / African American Students	Class of 2024	Class of 2024	Change 2024 to 2025
Reynolds High School	65.9%	65.0%	- 0.9
Reynolds Learning Academy	*	*	*
Reynolds School District	65.2%	60.0%	- 5.2
Oregon Department of Education	74.8%	75.5%	+ 0.7

4-Year Cohort Graduation



Latino / a Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	70.1%	78.0%	+ 7.9
Reynolds Learning Academy	31.0%	42.9%	+ 11.9
Reynolds School District	65.2%	73.6%	+ 8.4
Oregon Department of Education	78.8%	79.9%	+ 1.1

4-Year Cohort Graduation



Female Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	76.6%	83.1%	+ 6.5
Reynolds Learning Academy	36.6%	42.9%	+ 6.3
Reynolds School District	70.5%	78.3%	+ 7.8
Oregon Department of Education	84.0%	85.0%	+ 1.0

4-Year Cohort Graduation



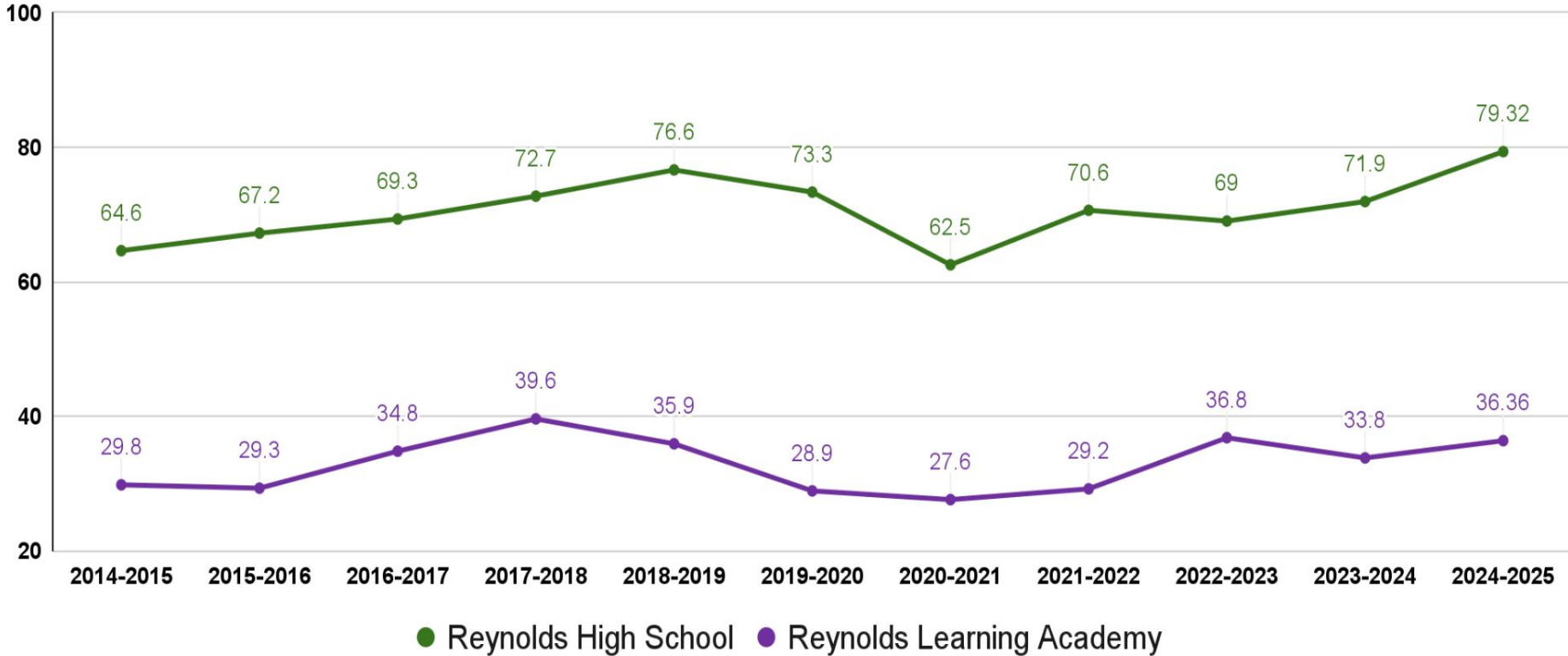
Male Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	68.7%	76.2%	+ 7.5
Reynolds Learning Academy	31.4%	29.3%	- 2.1
Reynolds School District	65.1%	70.4%	+ 5.3
Oregon Department of Education	79.9%	81.4%	+ 1.5

4-Year Cohort Graduation



Non-Binary Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	*	*	*
Reynolds Learning Academy	*	*	*
Reynolds School District	*	*	*
Oregon Department of Education	71.2%	73.0%	+ 1.8

4-Year Cohort Graduation Trend: 2015-2025



5-Year Completer Rate



All Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	78.4%	80.7%	+ 2.3
Reynolds Learning Academy	67.3%	60.7%	- 6.6
Reynolds School District	76.5%	78.1%	+ 1.6
Oregon Department of Education	86.7%	87.4%	+ 0.7

5-Year Completer Rate

English Learners Anytime in High School <i>Exited Prior to High School</i>	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	70.5% 89.7%	76.2% 91.7%	+ 5.7 + 2.0
Reynolds Learning Academy	56.0% 72.2%	43.8% 63.2%	- 12.2 - 9.0
Reynolds School District	67.9% 86.5%	73.4% 88.6%	+ 5.5 + 2.1
Oregon Department of Education	74.6% 91.1%	76.0% 91.6%	+ 1.4 + 0.5

5-Year Completer Rate



Students with Disabilities	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	69.8%	72.3%	+ 2.5
Reynolds Learning Academy	77.3%	55.0	- 22.3
Reynolds School District	70.9%	68.7%	- 2.2
Oregon Department of Education	75.8%	76.5%	+ 0.7

5-Year Completer Rate



Black / African American Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	76.7%	81.4%	+ 4.7
Reynolds Learning Academy	63.2%	*	*
Reynolds School District	73.0%	82.2%	+ 9.2
Oregon Department of Education	79.9%	80.5%	+ 0.6

5-Year Completer Rate



Latino / a Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	77.3%	79.5%	+ 2.2
Reynolds Learning Academy	69.4%	55.1%	- 14.3
Reynolds School District	75.5%	75.8%	+ 0.3
Oregon Department of Education	83.9%	84.5%	+ 0.6

5-Year Completer Rate



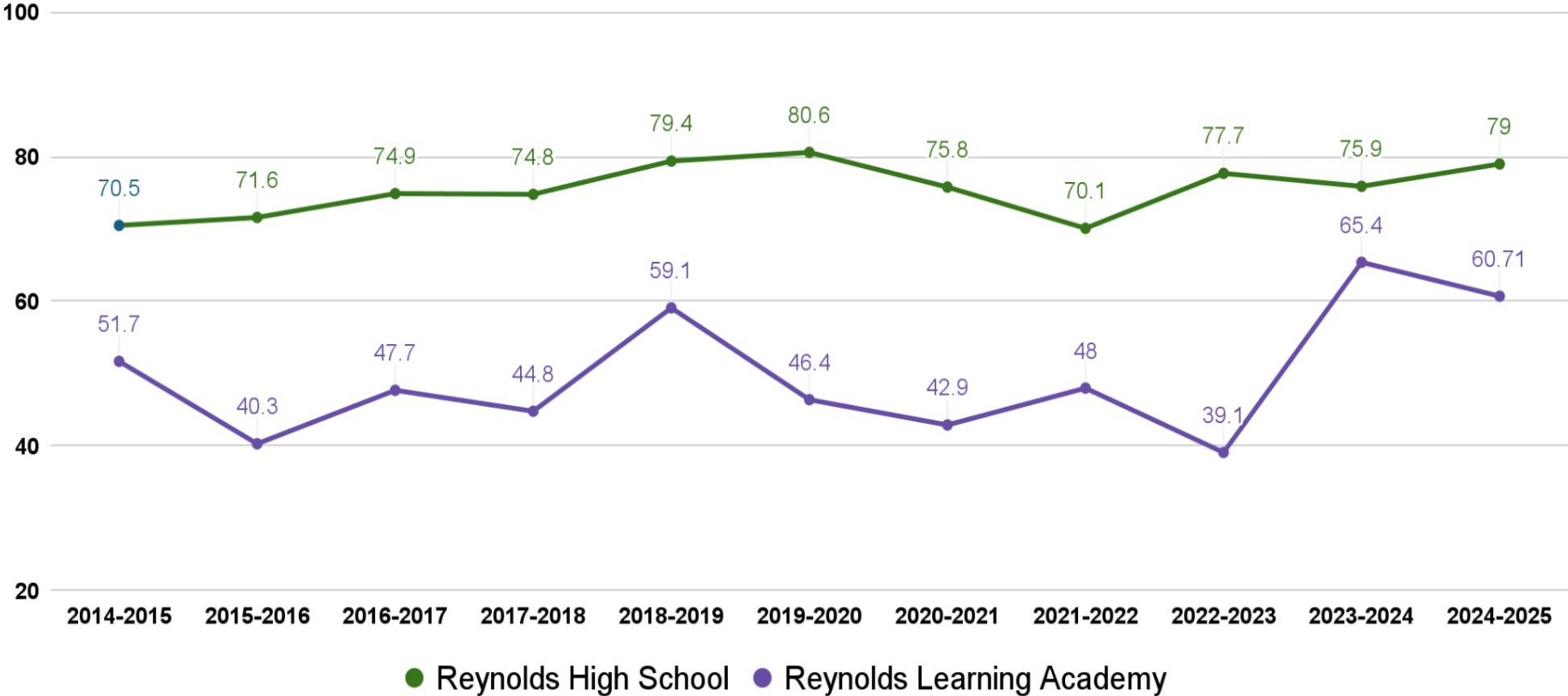
Female Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	82.8%	85.8%	+ 3.0
Reynolds Learning Academy	74.0%	63.8%	- 10.2
Reynolds School District	81.4%	82.2%	+ 0.8
Oregon Department of Education	85.2%	88.8%	+ 3.6

5-Year Completer Rate



Male Students	Class of 2024	Class of 2025	Change 2024 to 2025
Reynolds High School	74.8%	77.3%	+ 2.5
Reynolds Learning Academy	60.4%	58.3%	- 2.1
Reynolds School District	72.4%	75.3%	+ 2.9
Oregon Department of Education	86.7%	86.1%	- 0.6

5-Year Completer Rate Trend: 2015-2025





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: Frank Caropelo, Superintendent

Subject: Superintendent's Report

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings

Date: February 25, 2026

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 January 31, 2026									
	1	2	3	4	5	6	7	8	9
RESOURCES	2022–2023	2023–2024	2024–2025	FY26	FY26	% of	Add: Revenue	FY26	Budget to Forecast
	Actual	Actual	Unaudited	Adopted Budget	YTD Actuals	Budget	Projections	Forecasted Balance	Variance Fav / (Unfav)
Operating Revenues									
State School Fund	\$ 96,170,190	\$ 102,950,821	\$ 108,665,252	\$ 115,285,455	\$ 77,285,279	67.0%	\$ 38,102,467	\$ 115,387,746	\$ 102,291
Other State School Fund	32,806,224	33,875,384	35,118,961	41,706,943	32,741,498	78.5%	2,162,000	34,903,498	(6,803,445)
State School Fund Formula	128,976,414	136,826,205	143,784,213	156,992,398	110,026,777	70.1%	40,264,467	150,291,244	(6,701,154)
Local Sources	3,022,599	3,048,772	4,252,103	2,699,000	1,745,016	64.7%	1,053,000	2,798,016	99,016
Intermediate Sources	700,000	1,999,997	1,000,000	3,000,000	3,000,000	100.0%	-	3,000,000	-
State Sources	2,590,394	856,066	1,772,920	2,000,000	2,000,000	0.0%	2,000,000	2,000,000	-
Federal Sources	42,995	288,395	135,579	55,000	18,102	32.9%	27,150	45,252	(9,748)
Other Sources	155,626	-	-	85,000	85,000	100.0%	-	85,000	-
All Other Sources	6,511,613	6,193,230	7,160,603	7,839,000	4,848,118	61.8%	3,080,150	7,928,268	89,268
Total Operating Revenues	\$ 135,488,027	\$ 143,019,434	\$ 150,944,816	\$ 164,831,398	\$ 114,874,895	69.7%	\$ 43,344,617	\$ 158,219,512	\$ (6,611,886)
Beginning Fund Balance	37,766,147	26,681,850	20,618,328	10,000,000	9,130,686	91.3%	-	9,130,686	(869,314)
TOTAL RESOURCES	\$ 173,254,174	\$ 169,701,284	\$ 171,563,144	\$ 174,831,398	\$ 124,005,581	70.9%	\$ 43,344,617	\$ 167,350,198	\$ (7,481,200)
REQUIREMENTS BY OBJECT									
Operating Expenditures									
	By Object								
Salaries	\$ 70,161,704	\$ 75,362,331	\$ 78,511,379	\$ 78,247,819	\$ 34,050,142	43.5%	\$ 40,779,142	\$ 74,829,284	\$ 3,418,535
Associated Payroll Costs	34,264,947	37,544,405	42,305,139	47,977,676	20,460,789	42.6%	24,192,324	44,653,113	3,324,563
Purchased Services	27,991,765	26,832,809	33,354,553	32,581,873	19,102,625	58.6%	17,804,689	36,907,314	(4,325,441)
Supplies and Materials	8,434,821	4,360,608	4,504,373	4,664,277	2,779,675	59.6%	1,156,382	3,936,057	728,220
Capital Outlay	1,297,508	1,161,753	388,089	155,000	74,475	48.0%	-	74,475	80,525
Other Objects	1,719,446	1,993,596	1,920,988	1,697,280	1,633,619	96.2%	27,358	1,660,977	36,303
Transfers	2,702,133	1,827,455	1,447,937	1,050,000	1,000,000	95.2%	50,000	1,050,000	-
Total Operating Expenditures	\$ 146,572,324	\$ 149,082,956	\$ 162,432,458	\$ 166,373,925	\$ 79,101,324	47.5%	\$ 84,009,896	\$ 163,111,220	\$ 3,262,705
Contingencies									
Unappropriated Ending Fund Balance				8,457,473					8,457,473
TOTAL REQUIREMENTS	\$ 146,572,324	\$ 149,082,956	\$ 162,432,458	\$ 174,831,398	\$ 79,101,324	45.24%	\$ 84,009,896	\$ 163,111,220	\$ 11,720,178
Ending Fund Balance	\$ 26,681,850	\$ 20,618,328	\$ 9,130,686					\$ 4,238,979	
REQUIREMENTS BY FUNCTION									
Operating Expenditures									
	By Function								
Instruction	\$ 86,050,468	\$ 88,580,155	\$ 98,370,445	\$ 101,002,292	\$ 45,523,118	45.1%	\$ 56,048,274	\$ 101,571,392	\$ (569,100)
Support Services	57,463,767	58,374,984	62,176,110	63,830,294	32,255,344	50.5%	27,762,148	60,017,491	3,812,803
Enterprise and Community Services	155,958	100,362	237,966	291,339	122,863	42.2%	149,474	272,336	19,003
Facilities Acquisition and Construction	-	-	-	-	-			-	-
Other Uses	2,902,131	2,027,455	1,647,937	1,250,000	1,200,000	96.0%	50,000	1,250,000	-
Total Operating Expenditures	\$ 146,572,324	\$ 149,082,956	\$ 162,432,458	\$ 166,373,925	\$ 79,101,324	47.5%	\$ 84,009,896	\$ 163,111,219	\$ 3,262,706
Contingencies									
Unappropriated Ending Fund Balance				8,457,473					8,457,473
TOTAL REQUIREMENTS	\$ 146,572,324	\$ 149,082,956	\$ 162,432,458	\$ 174,831,398	\$ 79,101,324	45.2%	\$ 84,009,896	\$ 163,111,219	\$ 11,720,179
Ending Fund Balance	\$ 26,681,850	\$ 20,618,328	\$ 9,130,686					\$ 4,238,979	
Ending Fund Balance % of Revenue	15.40%	12.15%	5.32%					2.53%	

General Fund 2025–2026 Financial Summary at January 2026			General Fund 2026–2027 Beginning Budget Assumptions	
RESOURCES	FY26 Adopted Budget	FY26 Forecasted	FY27 Resources	Assumptions
Operating Revenues				
State School Fund Formula	156,992,398	150,291,244	158,447,041	49/51 split 11.17 ODE SSF Estimate; Property Taxes 4% avg; County & Common SF
Local Sources	2,699,000	2,798,016	2,600,000	Interest earning, indirect, Mac/Medicaid, Transportation billing
Intermediate Sources	3,000,000	3,000,000	1,000,000	This is ESD apportionment
State Sources	2,000,000	2,000,000	1,750,000	High Cost Disability - state reimbursement spread reduces allocation
Federal Sources	55,000	45,252	50,000	JROTC reimbursement; FEMA or other fed reimbursements when applicable
Other Sources	85,000	85,000	-	Interfund transfer from Fuel Sales
All Other Sources	7,839,000	7,928,268	5,400,000	
Total Operating Revenues	\$ 164,831,398	\$ 158,219,512	\$ 163,847,041	Total FY27 Revenue
Beginning Fund Balance	10,000,000	9,130,686	4,238,978	This is prior year ending fund balance
TOTAL RESOURCES	\$ 174,831,398	\$ 167,350,198	\$ 168,086,019	Total FY27 Resources (1% increase)
REQUIREMENTS BY OBJECT	FY26 Adopted Budget	FY26 Forecasted	FY27 Expenditures	Assumptions
Operating Expenditures				
Salaries	\$ 78,247,819	\$ 74,829,284	81,718,025	FY27 using current FTE, COLA/Step per CBA; 2 mill added for additional hours/stipends
Associated Payroll Costs	47,977,676	44,653,113	48,927,000	PERS no change, health +5%
Purchased Services	32,581,873	36,907,314	37,645,460	Charter School Payments and status quo services (2% added)
Supplies and Materials	4,664,277	3,936,057	4,014,779	Status quo, plus 2%
Capital Outlay	155,000	74,475	-	Bus replacement TBD
Other Objects	1,697,280	1,660,977	1,704,880	TBD: 4% liability insurance, debt schedules, PERS Bond
Transfers	1,050,000	1,050,000	1,150,000	Nutrition Services, Debt Service, Insurance & Retiree funds
Total Operating Expenditures	\$ 166,373,925	\$ 163,111,220	\$ 175,160,144	Total FY26 Operating Requirements
Ending Fund Balance	8,457,473		8,404,301	Required 5% of FY27 Revenues
TOTAL REQUIREMENTS	\$ 174,831,398	\$ 163,111,220	\$ 183,564,445	Total FY26 Requirements (13% increase)
Ending Fund Balance		\$ 4,238,978	\$ (15,478,426)	Operating Deficit and reductions required (or additional revenue)

Purchase Services Object Breakdown

Category	24-25 Actual	25-26 Estimated	Description
Charter Schools	\$14,259,834	\$18,328,523	Required by Contract
Special Education Outside Placements	\$4,855,609	\$5,204,034	Required by IEPs
Substitutes (ESS)	\$3,253,719	\$4,135,252	Required by Contract
Utilities	\$3,809,898	\$3,677,659	Electric, Water, Sewer, Garbage, Internet, Security
Custodial Supplies, Equipment, Maintenance & Repair	\$2,903,414	\$2,090,272	Does not include staff
Required Services by Law or Policy	\$813,251	\$1,114,840	Examples include: Financial Audit, Insurance, HR/Financial Services, Legal Services, Elections, etc
Curriculum, Instruction, Technology, Student Programs	\$3,458,828	\$2,366,651	Examples include: SUN, SRO, MHCC, Synergy, Schoology, Student Laptops, AVID, PCC, PSU, Copiers, Core Curriculum, HS Sports, Graduation, etc.
Total	\$33,354,553	\$36,917,232	

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	\$ 9,271,374	\$ 9,130,686					
2. State School Fund revenue, net of charter school payments, increasing by more than \$700,000 would add back one day.	\$ 10,528	\$ 10,528	\$ 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 February 13, 2026

	Actual	Projected	Difference
Elementary Total	3768	3807	-39
Middle School Total	1890	1983	-93
High School Total	2455	2599	-144
Reynolds Total	8,113	8,389	-276
Charter Total	1,223		
Total Reynolds and Charters:	9,336		

Elementary Enrollment By Grade Level and Class										
School	K	1st	2nd	3rd	4th	5th		Total	Last Year vs This Year	
Alder	14	27	27	20	26	27				
	14			16	14	13				
Dual Language	23	24	20	20	27	19				
									Feb 2025	Change
Total	51	51	47	56	67	59		331	354	-23
# of Classes	3	2.0	2.0	3	2.5	2.5		15		
Average Class Size	17.00	25.50	23.50	18.67	26.80	23.60		22.07		
Davis	20	18	20	23	31	28				
	19	22	22	21	31	30				
Dual Language (K)	7	15	20	20						
									Feb 2025	Change
Total	46	55	62	64	62	58		347	305	42
# of Classes	2.5	2.5	3	3	2	2		15		
Average Class Size	18.40	22.00	20.67	21.33	31.00	29.00		23.13		
Fairview	21	17	21	20	24	26				
	19	17	21	23	25	23				
STEP	3	4	7	6						
									Feb 2025	Change
Total	43	38	49	49	49	49		277	303	-26
# of Classes	2	2	2	2	2	2		12		
Average Class Size	21.50	19.00	24.50	24.50	24.50	24.50		23.08		
Glenfair	24	20	21	21	26	33				
	25	21	22	21	27	34				
	24	21	22	21	26					
									Feb 2025	Change
Total	73	62	65	63	79	67		409	520	-111
# of Classes	3	3	3	3	3	2		17		
Average Class Size	24.33	20.67	21.67	21.00	26.33	33.50		24.06		
Hartley	22	24	21	28	31	35				
	20	23	21	24	30	34				
			20							
									Feb 2025	Change
Total	42	47	62	52	61	69		333	310	23
# of Classes	2	2	3	2	2	2		13		
Average Class Size	21.00	23.50	20.67	26.00	30.50	34.50		25.62		
Margaret Scott	26	23	28	24	25	29				
	26	26	29	25	26	29				
		12	15	10	11					
									Feb 2025	Change
Total	52	61	72	59	62	58		364	368	-4
# of Classes	2	2.5	2.5	2.5	2.5	2		14		
Average Class Size	26.00	24.40	28.80	23.60	24.80	29.00		26.00		

Salish Ponds	23	23	21	27	23	30			Feb 2025	Change
	23	26	21	28	23	30				
Total	46	49	42	55	46	60		298	332	-34
# of Classes	2	2	2	2	2	2		12		
Average Class Size	23.00	24.50	21.00	27.50	23.00	30.00		24.83		
Sweetbriar	16	21	24	21	16	12			Feb 2025	Change
	16	19	26	21	12	14				
					13	14				
Total	32	40	50	42	41	40		245	262	-17
# of Classes	2	2	2	2	1.5	1.5		11		
Average Class Size	16.00	20.00	25.00	21.00	27.33	26.67		22.27		
Troutdale	25	25	22	27	33	27			Feb 2025	Change
	27	26	19	27	32	28				
			19							
Life Skills	1	10	4	2	6	5				
Total	53	61	64	56	71	60		365	377	-12
# of Classes	2	2	3	2	2	2		13		
Average Class Size	26.50	30.50	21.33	28.00	35.50	30.00		28.08		
Wilkes	21	21	20	18	29	26			Feb 2025	Change
	17	22	20	18	29	26				
	17	24	22	17	17	13				
		21								
Life Skills	2	5	5	6	4	4				
Total	57	93	67	59	79	69		424	447	-23
# of Classes	3	4	3	3	2.5	2.5		18		
Average Class Size	19.00	23.25	22.33	19.67	31.60	27.60		23.56		
Woodland	22	22	21	28	30	26			Jan 2025	Change
	20	21	22	32	30	27				
		21	21							
Life Skills	2	8	4	6	7	5				
Total	44	72	68	66	67	58		375	384	-9
# of Classes	2	3	3	2	2	2		14		
Average Class Size	22.00	24.00	22.67	33.00	33.50	29.00		26.79		
Elementary Total	539	629	648	621	684	647		3768	3962	-194
Total # of Classes	25.50	27.00	28.50	26.50	24.00	22.50		154.00		
Total Average Class Size	21.14	23.30	22.74	23.43	28.50	28.76		24.47		

Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Feb 2025	Change
HB Lee MS	182	204	205					591	739	-148
Reynolds MS	281	270	259					810	701	109
Walt Morey MS	168	176	145					489	517	-28
RHS + Middle College				632	602	511	515	2260	2372	-112
RLA + Middle College					34	51	110	195	186	9
Secondary Total	631	650	609	632	636	562	625	4345	4515	-170

Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total	Feb 2025	Change
Arthur Academy	29	31	24	28	28	25		165	168	-3
HOLLA	19	19	16	17	20	20		111	96	15
MLA	42	48	47	48	47	48	280	560	555	5
Rockwood Prep	71	76	66	64	63	47		387	381	6
Charter Total	161	174	153	157	158	140	280	1223	1200	23



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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: February 25, 2026

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. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. 2026-2027 MESD Local Service Plan
- D. Field Trips
 - a. RHS DECA State Conference in Portland, Oregon
 - b. RHS MESD Title I-C Trip to Washington, DC
 - c. RHS Key Club Convention in Portland, Oregon
 - d. RHS Varsity Baseball Tournament in Boise, Idaho
 - e. HB Lee Orchestra Competition in Bend, Oregon
- E. Resolutions 2025-2026 -016 to -019

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



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

January 28, 2026

6:00 PM

Building I, Edgefield Campus

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

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 and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.

II. 6:00p - Call to Order

- Chair Michael Reyes called the January 28, 2026 meeting to order at 6:10p.

A. Roll Call

B. Consider Approval of the January 28, 2026 Agenda

I move that the Board approve the January 28, 2026 agenda as presented. This motion, made by Patty Carrera and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

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

B. Resolution 2025-2026-012: Black History Month

- Read into the record by Director Ana Gonzalez Muñoz.

C. Resolution 2025-2026-013: Bus Driver Appreciation Day

- Read into the record by Director Francisco Ibarra.

D. Resolution 2025-2026--014: National School Counseling Week

- Read into the record by Director Cayle Tern.

E. Resolution 2025-2026-015: CTE Recognition Month

- Read into the record by Director Patty Carrera.

IV. 6:20p - High School Student Report

V. 6:30p - 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. 6:50p - Bargaining Group Updates

VII. 7:00p - Presentation to the Board

A. Charter School Audit Reports: HOLLA, MLA, and Arthur Academy

- HOLLA:
 - Ending Net Position has \$1m. Is that the same as the ending fund balance?
 - It doesn't mean that have that much cash on hand - it includes all assets. Smaller schools have a lot less requirements and liabilities.
 - The ending fund balance is closer to \$646k.
- Multnomah Learning Academy:
 - Ending fund balance of \$3.6m. Still plan to move forward with some building renovations in the future.
- Arthur Academy:
 - Do you do any fundraising?
 - Our parent organization does a small amount of fundraising.
 - Reserved dipped this year but we don't see this trend continuing.

B. Initial Bond Polling Overview

VIII. 7:35p - Superintendent's Reports

A. Announcements/Reports

B. Financial Report

C. Enrollment Report

IX. 7:50p - Consent Agenda

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

Yea: 7, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. RLA MYC Coastal Ecology Trip to Newport, OR

D. RLA MYC Desert Ecology Trip to Mt. Vernon, Burns, and Bend, OR

E. RLA MYC Fire School Trip to Lebanon, OR

F. Resolutions 2025-2026 -012 to -015

X. 7:55p - Action Items

A. Budget Priorities for 2026-27

I move that the Board adopt the 2026-2027 budget priorities as presented. This motion, made by Aaron Muñoz and seconded by Patty Carrera, Passed.

Yea: 7, Nay: 0

XI. 8:00p - Board Announcements and Discussion

A. Individual Board Members - Announcements and Reports

B. Upcoming Board Meetings

C. Budget Committee Vacancies

XII. 8:15p - Adjourn

- Chair Michael Reyes adjourned the January 28, 2026 meeting at 8:30p.



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

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

February 11, 2026

6:00 PM

Building I, Edgefield Campus

Present: Patty Carrera, Ana Gonzalez Muñoz, Francisco Ibarra, Aaron Muñoz, Michael Reyes, Joyce Rosenau,

Absent: Cayle Tern.

I. 6:00p - Call to Order

- Chair Reyes called the February 11, 2025 work session to order at 6:00p.

A. Roll Call

B. Land Acknowledgement

- Read into the record by Director Aaron Muñoz.

II. 6:05p - Review of Charter School Agreements

- Why were Ever-ELs chosen for the demographics?
 - We used the demographics broken out on the state report cards and then added active ELs separately.
- Is this data from the district or an outside source?
 - District data. It's taken from the state report cards, which is data that we send in to ODE.
- We will be putting together a time study of how much time and resources we put into charter schools.
- Gresham-Barlow charters all receive 80% pass-through
- HOLLA's free rent equals \$50/student/month. It only raises their ADM to 80.5%. They receive \$9416 per student (\$9466 if you add in the free rent).
- The charter with a 95% pass-through receives \$11,182 per student.
- Have we started any conversations with charters?
 - Not yet. All charters have active agreements which can only be opened by mutual agreement. We wanted to present the Board with the information as a first step.
- Is the board responsible for holding charters accountable for their charter charges? Does the RSD board have more than a fiduciary responsibility?
- What percentage of charter students stay at Reynolds after elementary (or middle school for MLA)?

- All charters require state testing and will have a new requirement from the state's accountability bill.
- Are charters required to have the assessments they plan to give listed in the agreement?
 - No, no requirement in the law. There is a requirement that academic expectations are met but no requirement for what those expectations are.

III. 6:30p - Early Entry to Kindergarten Process Update

- The policy says families may be charged any assessment fees.
 - We didn't change the language in the policy since it said "*may*" and not "*will*."
- Now looking for readiness to learn instead of IQ
- There is no "weight" to individual sections of the application - the full packet will be considered holistically by the child study team.
- Recommendation to change "never" to "rarely" on the preschool teacher checklist.
- April 15 deadline - has there been consideration for the mobility of our population?
 - The process is no longer run out of the district office but instead done at the school level. The date gives time for the Braken assessment, child study team review, meeting with the family, etc., and will give the families an answer sooner vs them waiting all summer without knowing where their student will be going the following school year.

IV. 6:45p - Adjourn

- Chair Michael Reyes adjourned the February 11, 2026 work session at 7:03p.



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: MESD Local Service Plan

Type: Action Item Report / Presentation

Policy: BBA: Board Powers and Duties

Date: February 25, 2026

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:

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

Previous Board Action:

Not Applicable.

Financial Implications:

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

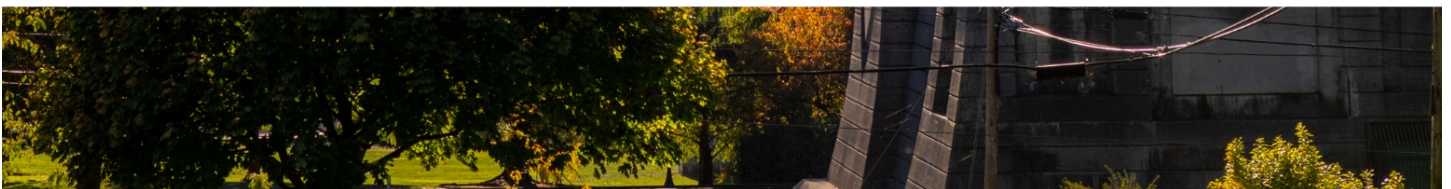
Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt the MESD Local Service Plan for the 2026-2027 school year as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Multnomah Education Service District

2025-26 Local Service Plan



Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Noa Martinsen, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Sr Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Emily Martine, Interim Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Bich Do, Program Administrator</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Angela Turner, Program Administrator</i> Phone: 503-262-4200</p>	<p>Knott Annex <i>Noa Martinsen, Principal</i> 2408 SW Halsey St Troutdale, OR 97060</p>
<p>Multnomah Inverness School <i>Christine Otto, Sr Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>	<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>
<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Angela Turner, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	<p>Walden Crossing <i>Bich Do, Program Administrator</i> 881 NE 165th Ave Portland, Oregon 97320 Fax: (503) 434-7408</p>	

<p>Board of Directors</p> <p>Katrina Doughty-Chair Position 7, Zone 3 kdoughty@mesd.k12.or.us</p> <p>Amanda Squiemphen-Yazzie Position 1, Zone 5 Vice-Chair asquiemph@mesd.k12.or.us</p> <p>Renee Anderson-Vice Chair Position 3, Zone 2 randerso2@mesd.k12.or.us</p> <p>Jessica Arzate Position 4, Zone 4 jarzate@mesd.k12.or.us</p> <p>Danny Cage Position 6, At Large dcage@mesd.k12.or.us</p> <p>Susie Jones Position 2, At Large sjones@mesd.k12.or.us</p> <p>Denyse Peterson Position 5, Zone 1 dpeterson@mesd.k12.or.us</p>	<p>Administration</p> <p>Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us</p> <p>Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us</p> <p>Chief Financial Officer, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us</p> <p>Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us</p> <p>Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us</p> <p>Chief Academic Officer, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us</p> <p>Director of Human Resources, Bernadette Adeniran 503-257-1513 badeniran@mesd.k12.or.us</p>
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Explanation of Local Service Plan

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

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

Component Districts We Proudly Serve:

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



2026-2027 Local Service Plan (LSP Timeline)

September 2025	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2025	Present initial draft to Advisory groups, and gather feedback
November 2025	Present second draft LSP to Advisory groups and gather feedback
January 2026	Present final draft to Superintendents MESD Board approves LSP
February 2026	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2026	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2026	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2026	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2025-2027 Biennium

	2025-2026	2026-2027	Total
Legislative Appropriation ¹	\$ 5,566,106,000	\$ 5,793,294,000	\$ 11,359,400,000
Less state-wide transfers/deductions ("carve-outs")	(66,603,493)	(66,603,493)	(133,206,986)
State revenue for formula	5,499,502,507	5,726,690,507	11,226,193,014
Plus local revenue for formula ²	2,751,283,884	2,806,859,818	5,558,143,702
Total revenue for formula	8,250,786,391	8,533,550,325	16,784,336,716
ESD share at 4.5%	371,285,388	384,009,765	755,295,152
Less ESD transfers/deductions ("carve-outs")	(9,968,284)	(9,968,284)	(19,936,568)
ESD State School Fund formula revenue for distribution	\$ 361,317,104	\$ 374,041,481	\$ 735,358,584

Estimated MESD portion of ESD distribution	\$ 55,440,900	\$ 57,342,229	\$ 112,783,130
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MESD allocation to funds

Operating Fund (10%) for general operations	\$ 5,544,090	\$ 5,734,223	\$ 11,278,313
Resolution Fund (90%) for Component Districts	\$ 49,896,810	\$ 51,608,006	\$ 101,504,817

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2025-26 Apportionment	2026-27 Apportionment
Centennial	6,904.94	6,904.94	6.6%	\$ 3,298,467	\$ 3,411,587
Corbett (X 1.61)	1,388.63	2,235.69	2.1%	1,067,984	1,104,610
David Douglas	11,401.41	11,401.41	10.9%	5,446,415	5,633,199
Gresham-Barlow	13,986.19	13,986.19	13.4%	6,681,156	6,910,284
Parkrose	3,492.01	3,492.01	3.3%	1,668,121	1,725,329
Portland Public	52,441.21	52,441.21	50.2%	25,050,990	25,910,107
Reynolds	13,101.59	13,101.59	12.5%	6,215,115	6,428,261
Riverdale (X1.61)	609.24	980.88	0.9%	468,561	484,631
Total	103,234.22	104,452.92		\$ 49,896,810	\$ 51,608,006

* ODE Extended ADMw from 11/17/2025 estimate

¹ The SSF estimate is based on the ODE Estimate dated 11/17/25.

² This estimate assumes a 2.02% increase in local revenues for FY 2027.



Instructional Services

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

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

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

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

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

Instructional Services (Continued)

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

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

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

- **East County Bridges Collaborative:** In connection with the transition services, MESD Bridge programs serve as a collaborative hub to support regional youth reengagement and wrap-around service partners.



Instructional Services (Continued)

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

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

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

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

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

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



Instructional Services (Continued)

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

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

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

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

Instructional Services (Continued)

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

- **Title I-C Education School Readiness:** Title I-C Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Title I-C Education Summer Program:** The Title I-C Education Summer Program includes binational collaboration and provides a supplemental summer extension and enrichment services to incoming kindergarten through rising 12th grade migrant children and youth. Services to preschool and out-of-school youth are extended through family engagement.
- **Year-Round Instructional Support:** This program includes small-group and individualized instructional services throughout the year, supported by bilingual paraprofessionals and external instructional partners. Students identified as Priority for Services (PFS) receive targeted intervention through in-person and online math and literacy tutoring, supplemented by adaptive online learning tools. High school students are offered academic assistance in coordination with district after school programs.

Instructional Services (Continued)

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

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

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

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

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to

school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of work samples in multiple languages in reading, writing, and mathematics, as well as training in how to assess/score the work samples.



Instructional Services (Continued)

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

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

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

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

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

Testing Services: Homeschool testing and GED testing is provided to qualifying youth and families as needed through grants and as a fee for service

Instructional Services (Continued)

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



School Health Services (SHS)

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

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

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

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (grades K, 1, and 3, other grades as capacity allows). Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

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



School Health Services (SHS) (Continued)

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

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

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

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

School Health Services (SHS) (Continued)

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

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

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

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

Special Education

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

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs, and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The team supports students with dysphagia and other feeding needs in an inclusive environment. Students who access this service are typically served by an Individualized Education Program (IEP), and enrolled in programs that provide functional living skills or life skills instruction. The student may have medical, sensory, behavioral, functional, or motoric needs that determine the nature of feeding team support. The MESD feeding team includes a speech-language pathologist and an occupational therapist. On certain protocol trainings, a nurse may also be required, and the feeding team includes a part-time complex needs nurse for these situations. The feeding team at MESD is specialized in feeding and swallowing specific in school age and pediatrics. The team travels to various school sites to collaborate with staff to serve students with dysphagia and other feeding needs.

Special Education (Continued)

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

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

Special Education (Continued)

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

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

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

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

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

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

Special Education (Continued)

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

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

***Individually Purchased Options:**

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

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

Assistive Technology:

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

Speech/Language Pathology:

- 1:1 therapy
- Conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, State, and Federal rules



- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Occupational Therapy:

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

Physical Therapy:

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

Psychological Services:

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

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

Behavior Consultant:

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



Special Education (Continued)

1-on1 Behavior Support Facilitators (BSF)/Educational Assistants: BSFs provide services based on each student's IEP under the direction of the component district special education staff. BSFs follow the schedule developed by the component district staff. BSFs provide data to component district staff for program planning, IEP development, and curriculum development. BSFs are excluded from calculations for shared personnel and costs because their requirements for agency support are minimal. Their time is spent in the classroom, and supervision and costs fall primarily to the teachers and school districts where they work. BSF costs include a rate of 1% for other expenses.

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

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

Technology Services

Through Cascade Technology Alliance

www.cascadetech.org

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

Application and Development Services:

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

Business Systems Support:



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

Infrastructure Services:

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

Instructional Services:

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

Educational Technology:

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

Artificial Intelligence Integration & Governance:

- Technical assistance, facilitation, and professional learning providing regional leadership to support districts in the ethical, equitable, and strategic integration of artificial intelligence. Services include AI literacy and professional development, operational support, governance and policy guidance, tool vetting and implementation planning, and regional collaboration. This work builds

district capacity to respond to emerging technologies in human-centered ways that strengthen instructional practice, reduce educator workload, protect student privacy, and support continuous improvement aligned to Integrated Guidance. *These services are cross-listed under the Student Success Act / Integrated Guidance / Technical Assistance program*, as this program is a key collaborator with Technology Services.

Other Regional Services:

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

Please see our full list of services at:

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



Administrative Support Services

Administrative Training Services: MESD may provide training and skill development for administrators to support confident, fair, and consistent practices including those in the areas of people management practices through effective communication, accountability, and fiscal management.

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

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

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

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

Areas of support include:

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



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

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

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

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

Student Services

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

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

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

Student Success Act / Integrated Guidance Technical Assistance

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

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

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

Educational Technology & Digital Learning: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of advancing digital equity and accessibility and improving systems of support for students and educators. *These services are cross-listed under Technology Services.*

Artificial Intelligence Integration & Governance: Technical assistance, facilitation, and professional learning providing regional leadership to support districts in the ethical, equitable, and strategic integration of artificial intelligence. Services include AI literacy and professional development, operational support, governance and policy guidance, tool vetting and implementation planning, and regional collaboration. This work builds district capacity to respond to emerging technologies in human-centered ways that strengthen instructional practice, reduce educator workload, protect student privacy, and support continuous improvement aligned to Integrated Guidance. *These services are cross-listed under Technology Services.*



Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

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

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

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

Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

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

**Adoption of Multnomah ESD Programs and Services Proposals
For 2026-2027**

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2026, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2026

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2026-2027 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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



Community Partners

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



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



Links to Other Information

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

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

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

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

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

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



To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

Subject: RHS DECA State Conference

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 25, 2026

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 is our second opportunity for Reynolds High School students to attend the DECA Oregon Career Development Conference and Competition. DECA is a Career and Technical Student Organization (CTSO) that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. Last year we took 7 students to this conference and have 17 going this year.

Previous Board Action:

The board is responsible for approving all overnight trips.

Financial Implications:

The estimated cost of this trip is \$2890.72. The conference registration fees will be covered by the fee free Intensive Program funds and a Perkins grant will cover \$1200. Students are being asked to pay \$45 out of pocket.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS DECA State Conference 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: DECA

School: Reynolds High School

Name of Requester: Thom Cunningham

Date Submitted: 1/26/26

Dates(s) of Trip: 2/22-24/26

Trip Type: Activity or Athletic Trip Educational Trip

Trip Distance/Length: Over 150 Miles Away Overnight

Estimated number of students: 17

Number of Chaperones: 2

List of Chaperones:

Thom Cunningham
Valerie Tewksberry

Lodging: Holiday Inn, Columbia River

Total estimated trip cost: \$2,890.72.

a. How will the trip be funded?

District has agreed to help with the costs of this trip. Mr. Cunningham has a Perkins request approval #2599 to pay for \$1200 for PD. Students are paying \$45 each for their cost. Rooms are \$206.48/room with either 3 or 4 to a room ($17 * \$45 = \765)

b. Are there any out of pocket costs for students?

Meals and snacks. Students and parents are made aware of the fact that meals are not provided. There is a restaurant in the hotel and delivery options from restaurants nearby. They are encouraged to bring healthy snacks. I am providing a pizza meal Sunday evening.

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

School Bus

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

Missing one day of School (2/24). We return the night of the 24th so that students and teachers will be there on Wednesday. Monday is a planning day.

Itinerary: list all activities/provide general schedule.

Each Student will compete in either 2 or 3 events. They present their business solutions to adult judges. They are limited to one event per day of the conference.

Adults will have multiple opportunities for Professional Development and judging students.

See attached Tentative Conference Schedule. This becomes finalized days before the conference as DECA identifies the judges to cover each of the competitions. Last years was very much like this schedule.

What are the objectives of the trip and how do they relate to the class or school program? How will this trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciations?

DECA is a Reynolds CTSO. We are focused on career development. Reynolds is one of over 4,000 chapters worldwide, and our membership is 20 or the 309,000 High School and College student members this year. The competition can lead to qualification to compete in the International Conference in Atlanta in April.

The competition is challenging and they will learn to think on their feet and provide and deliver/present solutions to real business problems. This is excellent basic training for developing quality business communications skills and experience.

This trip is introducing the students to career possibilities, networking opportunities and leadership training in the world of business

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

DECA requires 2 supervisors for more than 15 students. Our group of 17 is 8 girls and 9 boys. We will divide supervisory responsibilities between us. They will be onsite the entirety of the conference. Both Valerie and I will be present 100% of the time we are there. I have also asked for assistance, as needed from a fellow DECA Chapter Advisor, should we run into challenges. Anita Lamoureux is the Advisor for Barlow High School DECA who has been a mentor to me for our program.

Students are in groups of 3 or 4 to a room and any free time will have many check-in points with Valerie and me throughout the trip. We will also check rooms prior to lights out and make sure everyone is safe in their room before curfew.

Student rooms and Chaperone rooms are located in the same immediate vicinity.

Principal Approval: _____



Date: 1/27/2026

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.

Concerns/grievances should be addressed to the State Director in writing via the Grievance Reporting Form provided in the Conference Policies & Procedures packet.

After the grievance reporting deadline outlined in the previous bullet all competitive event outcomes and scores become final and concerns/grievances will not be considered.

Request for all Participants (advisor, chaperone, and student):

We want our students to fully engage in the conference and activities where they are in attendance. Please help us relay the message to students that during sessions, workshops, exhibits, etc. they should NOT be on their mobile devices. You will hear and see more about this effort leading up to the conference.

TENTATIVE CONFERENCE SCHEDULE

Sunday, February 22, 2026				
9:00 AM	Headquarters Open, Suite 206		TBD	Officer Candidate Briefing & Testing, Suite 216
9:30 – 10:45 AM	Registration Pickup, Suite 206		1:00 PM – 4:00 PM	DECA Garage Official Sign Up, Suite 206
10:30 – 11:30 PM	Judge Check In and Orientation		7:30 PM – 8:00PM	Advisor Meeting, Columbia River B
			7:45 PM – 8:15 PM	Parade of Chapters Rehearsal
11:00 AM – 12:00PM	State Launch Session & Competition Schedule Pickup		9:00 PM - 10:30 PM	Opening Session, Grand Ballroom
12:30 PM - 5:00 PM	Written & Prepared Competitive Events			
Monday, February 23, 2026				
8:00 AM – 8:30 AM	Judges Check-in followed by Orientation		4:30 PM – 5:00 PM	Annual Business Meeting (Mandatory for Voting Delegates)
10:00AM – 1:00PM	VIP Experience		5:00 PM – 5:30 PM	Election Session (Mandatory for Voting Delegates)
9:00 AM – 5:00 PM	Competitive Events			
10:00 AM – 3:00 PM	Exhibit Showcase		7:30 PM	Recognition Session
10:00 AM – 5:00 PM	DECA Garage Presentations			
Tuesday, February 24, 2026				
8:00 AM – 8:30 AM	Judges Check-in followed by Orientation		2:30 – 3:00 PM	New Officer Installation Rehearsal
9:00 AM – 5:00 PM	Competitive Events		3:00 – 6:00 PM	State Officer Transition Meeting & Training (New officer advisors join at 5:00)
10:00 AM – 3:00 PM	Workshops		5:00 PM (this is a placeholder time – likely to change)	Advisor Meeting (all advisors should attend)
			6:30PM	Tuesday Recognition & Grand Awards Session

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

Subject: RHS MESD Title I-C Trip

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 25, 2026

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:

The Title I-C Program requests approval to send eight high school students to Washington, D.C., from June 14–19, 2026, to participate in the Close Up Washington, DC High School Program. Close Up is a nonprofit organization that provides experiential learning opportunities designed to help students gain a stronger understanding of government institutions, history, current issues, and their roles as citizens. The program includes structured workshops, visits to monuments and museums, and a full Capitol Hill Day with congressional engagement. Close Up manages all logistics, including transportation, lodging, meals, and programming.

Previous Board Action:

The board is responsible for approving all overnight trips.

Financial Implications:

The estimated cost of this trip is \$27,656.20. It will be fully funded by the MESD Title I-C program.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS MESD Title I-C Trip 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: Title I-C Program – Migrant Education High School Students

School: Reynolds HS

Name of Requester: Dr. Nelly N. Patino-Cabrera, Title 1-C Coordinator

Date Submitted: January 22, 2026

Dates(s) of Trip: June 14 – 19, 2026

Trip Type: Activity or Athletic Trip Educational Trip

Trip Distance/Length: Over 150 Miles Away Overnight

Estimated number of students: 8

Number of Chaperones: 2

List of Chaperones:

Chaperones have not yet been finalized. Anticipated roles include:

- MESD Title I?C staff members
- Certified educators from represented school districts (if available)
- A school administrator and/or a parent or guardian of a participating student

All chaperones will complete and pass a background check through MESD or their home district prior to travel.

Hotel accommodations arranged by the Close Up Washington, DC Program. Close Up coordinates all lodging as part of the student and chaperone program package.

Lodging: _____

Total estimated trip cost: \$ \$27,656.20.

a. How will the trip be funded?

All trip costs will be fully funded by the MESD Title 1-C Program.

This includes student registration, flights, lodging, meals, transportation, materials, and supplemental food/transportation needs.

b. Are there any out of pocket costs for students?

No.

All costs, including travel, program fees, meals, supplies, and required clothing (program T-shirts) are covered by the Title 1-C Program.

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

Air travel (round-trip flights to and from Washington, D.C.) booked through Close Up.

Local transportation in Washington, D.C. (buses, shuttles, or Metro), coordinated by Close Up.

Local transportation support (if needed) from home to airport and back, or using MESD- approved transportation options.

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

Minimal instructional impact is expected.

Students will miss five school days; however:

Students selected are in good academic standing and on track for graduation.

The educational value of the trip directly supports social studies, civics, and college/career readiness standards.

Students will be encouraged to complete any required coursework prior to the trip or upon return.

Itinerary: list all activities/provide general schedule.

The Close Up Washington, DC High School Program provides a structured 6?day itinerary. Activities include:

Arrival in Washington, D.C. and program orientation
Workshops on civic engagement and leadership
Visits to major national monuments and memorials
Museum experiences (e.g., Smithsonian museums)
Capitol Hill Day:

Meeting with Congressional offices
Observing House/Senate proceedings (as available)
Group activities on civic issues

Evening study sessions and reflection meetings
Closing program and departure

A detailed day-by-day schedule is provided by Close Up and followed throughout the trip.

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?

Objectives:

Increase students ' understanding of federal government structures, civic processes, and current issues.
Provide experiential learning aligned with social studies and civics curriculum.
Build leadership, communication, and advocacy skills.
Equip migrant students with opportunities for college and career exploration in a national context.
Foster appreciation for civic engagement and each student ' s role in their community.

Expected student learning outcomes:

Firsthand experience interacting with government institutions.
Greater confidence in public speaking, group discussion, and decision?making.
Enhanced understanding of historical and contemporary civic issues.
Increased sense of belonging and empowerment as contributors to their local and national communities.
Increased sense of belonging and empowerment as contributors to their local and national communities.

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

A ratio of 1 chaperone per 4 students (2 chaperones for 8 students).

All chaperones are MESD staff, certified educators, or other approved adults who have passed a full background check.

Close Up provides 24-hour structured supervision, including:

Staff-led activities

Hotel security

Night-time monitoring

Students remain in supervised groups for all program activities.

Daily check-ins each morning and evening with MESD chaperones.

Emergency contacts, medical information, and parent/guardian permissions will be collected prior to the trip.

MESD policies related to student conduct, travel safety, communication, and emergency procedures will be followed.

Principal Approval: _____



Date: 01/30/2026

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 Key Club Convention (DCON)

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 25, 2026

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:

D-Con is an important yearly regional conference to celebrate the year of service and elect a new district council. The trip is used to expose Key Club members to a grand scale of dedicated and passionate high schoolers involved in community and school service. At the conference the entire Pacific NW region comes together to participate in workshops, listen to speakers, and caucus.

Previous Board Action:

The board is responsible for approving all overnight trips.

Financial Implications:

The estimated cost of this trip is \$4680. Kiwanis will pay \$2845. Students are being asked to pay \$100 out of pocket for the remainder of the cost.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS Key Club Convention (DCON) 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: Reynolds High School Key Club

School: Reynolds High School

Name of Requester: Tiffany Lasister

Date Submitted: January 29, 2026

Dates(s) of Trip: March 6-8, 2026

Trip Type: Activity or Athletic Trip Educational Trip

Trip Distance/Length: Over 150 Miles Away Overnight

Estimated number of students: 11

Number of Chaperones: 2 List of Chaperones: Tiffany Lynn Lasister, Reynolds High School Advsiior, J.G., Gresham High School Key Club Advisor

Lodging: Hotel Vance (1455 SW Broadway, Portland, OR 97201), unless otherwise changed by the Pacific Northwest Key Club. Alternative locations include: Marriott Portland Downtown Waterfront (convention location), The Porter Portland, Hotel Zags, AC Hotel.

Total estimated trip cost: \$ \$4680.00

a. How will the trip be funded?

- Kiwanians is paying \$1,000 for students and \$435 for chaperone cost.
 - $4680.00 - 1,835 = \$2,845$
 - Student out-of-pocket minimum is \$100 per person.
 - $100 \times 11 = 1,100$
 - $\$2,845 - \$1,000 = \$1845$
- Chaperone is paying \$100 out of pocket
 - $\$1845 - \$100 = \$1745$
 - Total cost for students is \$1,745.00

b. Are there any out of pocket costs for students?

- Yes, students will be paying #100.00 out of pocket.

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

- Students are responsible getting to and from the Hotel Vance at 1455 SW Broadway, Portland, OR 97201.
- This is subject to change depending on the Pacific Northwest Key Club. Other locations could include: Marriot Portland Downtown Waterfront (convention location), The Porter Portland, Hotel Zags, AC Hotel.

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

- This trip will have an effect on student classes as they will need to miss March 8 to be to the hotel before 3 PM kick off.
 - o Students will be responsible for informing their teachers and making arrangements to make up any missing work.
 - o Advisor will inform the attendance office of their absence and approval of the field trip (if granted by the board).
 - o CAL students will not be affected as they do not have any classes on March 6, 2026.
- The trip will affect Key Club Leadership and potential future Key Club leaders by teaching them valuable leadership, teamwork, and caucus skills they can not only apply to our club, but also apply to the other clubs they are members of at RHS, their classes, and within their community.

Itinerary: list all activities/provide general schedule.

- Students will meet at Hotel Vance (1455 SW Broadway, Portland, OR 97201), the prearranged location of our hotel in Portland, Or. by parent, guardian, or other means of transportation.
 - Prearranged location will be provided hotel, Hotel Vance at 1455 SW Broadway, Portland, OR 97201.
 - Location of our hotel is dependent on registration and where are placed by the Pacific Northwest Key Club. This location can change to either the Marriott Portland Downtown Waterfront (convention location), The Porter Portland, Hotel Zags, AC Hotel.
- Students are to arrive at our hotel at 3:00 PM, to meet their chaperone, Ms. Lasister and Gresham High School Key Club (male) advisor.
- Students will attend DCON events on Friday evening, from 3:00 PM to 10:30 PM, Saturday from 6:45 AM to 11:30 PM.
- Students will be picked up from our designated hotel on Sunday, March 8, 2026, by 11:00 am. Transportation to homes will be set up by the parent and/or guardian.

INFORMATION (SUBJECT TO CHANGE)

Convention Schedule

Friday: March 6, 2026

TIME	ACTIVITY	LOCATION
3:00PM	Registration/Room Check-In Opens	Ballroom Foyer
3:00-5:45PM	Meet and Greet / Dinner	Exhibit Hall
4:00-5:00PM	Candidates' Meeting	Portland
5:45PM	Opening Session Doors Open	Oregon Ballroom
6:15-8:45PM	Opening Session	Oregon Ballroom
9:00PM-Finish	Talent/Oratorical Auditions	Sunstone
9:00-10:30PM	Advisor's Reception	Mt. Hood
9:00-10:30PM	Caucus Session #1	Salon GHI
9:00-10:30PM	Personal Development Seminars	Oregon Ballroom/Exhibit Hall
12:30AM	Curfew	Hotels

Saturday: March 7, 2026

TIME	ACTIVITY	LOCATION
6:45-8:45AM	Breakfast	Exhibit Hall
9:00-10:30 AM	Caucus Session #2	Salon GHI
9:00-10:00AM	Mega Forum	Oregon Ballroom
10:30-11:10AM	Workshop Session #1	Various locations
11:20-12:00PM	Workshop Session #2	Various locations
12:15PM-Finish	House of Delegates	Salon E
12:00PM-1:30PM	Lunch/Exhibit Fair	Exhibit Hall
1:45-2:25PM	Workshop Session #3	Various locations
2:35-3:15PM	Workshop Session #4	Various locations
3:30-6:30PM	Change into Professional Attire / Dinner	Hotels
6:30PM	Closing Session Doors Open	Oregon Ballroom
7:00-9:30PM	Closing Session	Oregon Ballroom
9:30-11:30PM	Governor's Ball	Exhibit Hall
12:30AM	Curfew	Hotels

*All locations are at the Portland Marriott Downtown Waterfront

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 trip will be used for Key Club Officers and members, who want to become Officers, to participate in the regional elections, workshop classes, and to be exposed to over 2,000 other high school students dedicated to community service.
- Students will be taking classes and workshops on building leadership skills and character building.
- They will also be surrounded by other Key Club members who are extremely passionate and dedicated to helping their communities. There will also be guest speakers telling their personal stories.
- Chosen Club Delegates will attend caucusing on Friday evening and Saturday morning.

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

- Ms. Lasister, the club advisor, and a second chaperone (Gresham High School teacher and Key Club Advisor) will meet students at the Hotel Vance, Portland, Or.
- Both chaperones will be attending caucuses and workshops with students. The chaperones will ensure students are in hotel rooms by 12:00 AM (12:30 AM curfew is dictated by the convention rules)
- Chaperone rooms are located in the same hall, if not across or next to student rooms to provide additional safety. Hotel venues does their best to accommodate and close floors to only students and chaperones attending convention.
- Chaperones, with local security, will be escorting students to and from the Convention located at Marriott Downtown Waterfront from the designated hotel, which at this time is the Vance Hotel.
- Chaperones will have parent permission forms for students to leave the Convention and Hotel for meals not provided.
- Parents will be provided with contact information for Advisor and will be asked to provide best contact information as well for them to reach in case of any emergency.
- Medical and Consent forms will be always carried.
- Students have access to Advisor phone number for contact.

Principal Approval:



Date: 1-30-2026

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 Varsity Baseball Tournament

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 25, 2026

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:

The Reynolds High School varsity baseball team is scheduled in a four-day, four-game tournament in Boise, ID. The tournament is jointly run by several high schools in the Boise area. Reynolds High School's inclusion in this event was finalized during the state-wide scheduling committee in April 2025. The trip will involve 16 student-athletes.

Previous Board Action:

The board is responsible for approving all overnight trips.

Financial Implications:

The estimated cost of this trip is \$2100 and will be fully covered from the RHS Baseball ASB account.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS Varsity Baseball Tournament 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: Reynolds High School Varsity Baseball

School: Reynolds High School

Name of Requester: Kyle Swoboda

Date Submitted: 2/10/26

Dates(s) of Trip: March 18, 2026 - March 21, 2026

Trip Type: Activity or Athletic Trip Educational Trip

Trip Distance/Length: Over 150 Miles Away Overnight

Estimated number of students: 16

Number of Chaperones: 3

List of Chaperones:

Kyle Swoboda - Head Coach, Certified Teacher at RHS

Christian Mead - Certified Assistant Coach

Bo Jones - Certified Assistant Coach, SMT at RHS

Lodging: Holiday Inn Express 3050 South Shoshone Street Boise, ID 83705

Total estimated trip cost: \$2,500.

a. How will the trip be funded?

Lodging and fuel are to be covered from funds currently available in the RHS athletics travel and transportation budget. Meals will be provided by parent volunteers who attend the tournament as well as ASB Boys Baseball funds. Team members with financial hardship will still be eligible to make the trip.

b. Are there any out of pocket costs for students?

Students will be responsible to have funds for lunch on the way there and on the way home. No student will be without funds.

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

One of the RSD 14 passenger activity vehicles will be reserved for the team. Assistant coaches will drive personal vehicles as needed. Parents will drive themselves.

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

When Reynolds athletes have the opportunity to experience non-league contests, it provides them rich life experiences that are un-matched in the classroom. It also allows these students to develop life skills that can help contribute to a more positive way in classes and other programs they are involved in. Moreover, when Raiders are given public exposure, it gives fans, classmates and alumni School Pride—All Sports programs and the whole High School can celebrate the wonderful opportunity and successes provided by our school

Itinerary: list all activities/provide general schedule.

See attached..

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?

To play four pre-season games, building skills on anticipating plays and reactions from non-local teams. We also believe this trip will help establish the bonds of trust and respect that will help our athletes function as a team.

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

Coaching staff will have direct supervision at all times during the trip. Room assignments will be designated by coaches and a lights out time will be enforced. Coaches will perform regular bed-checks.

Principal Approval: Michael Anderson Date: 2/10/2026

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.

VARSITY BASEBALL SPRING BREAK 2026

BUCKS BAG TOURNAMENT

Wednesday, 3/18/2026

DEPART: @ 9:00am from Reynolds Middle School

- Coach Swoboda will drive a RSD van that players will ride
- Coach Mead will take all players baseballs bags and clothes bag in his vehicle

**** We will stop in LaGrande or Pendleton for a pit stop to get food and use restroom****

ARRIVAL: Approx. 4:00pm at the **Holiday Inn Express: 2050 S Vista Ave, Boise, ID 83705**

- We will get dinner as a team this night
-

Thursday, 3/19/26

Wake Players at 9:00am

- Eat breakfast provided by Hotel
- Basketball Tournament
- Lunch as a team

Depart for game at 4:30PM from Hotel

Address: Borah High School: **6001 W. Cassia Street, Boise, Idaho**

****Game @ Borah High School vs. Borah High School at 6:00pm****

- **Dinner Provided for players after game**
-

Friday, 3/20/26

Wake Players at 9:00am

- Eat breakfast provided by Hotel
- Lunch @ 11:00am

Depart for games at 11:45am from Hotel

Address: Borah High School: **6001 W. Cassia Street, Boise, Idaho**

**** Game @ Borah High School vs. Bonneville High School at 1:00pm****

Snacks/Drinks provided by parents in between games (Paid by RHS Baseball)

**** Game @ Borah High School vs. Bishop Kelly High School at 3:30pm****

**** Team/Family Dinner at Tucanos Brazilian Grill: 1388 S Entertainment Ave., Boise, ID 83709****

Families are invited. Reservations are TBA. (RHS Baseball will pay for players)

Saturday, 3/21/26

Wake players at 8:00am

- Eat breakfast provided by Hotel

Check out of Hotel at 9:00am

Depart for game at 9:15am from Hotel

Address: Meridian High School: **1900 W Pine Ave, Meridian, ID 83642**

****Game @ Meridian High School vs. Meridian High School at 10:30am****

We will grab a bite to eat before heading home.

Will stop in LaGrande or Pendleton for a pit stop to get food and use restroom.

Arrive back at Reynolds Middle school approx. at 8:30pm

RHS BASEBALL Will provide & buy all meals for players on Thursday and Friday and Dinner Wednesday.

RHS BASEBALL will also pay for any team activity that is done during the week.

Players will need to provide themselves lunch on Wednesday and Lunch on Saturday.

.....

Any questions, please give me a call: 503-409-9474

Thanks,

Swobs

What to Bring:

Uniform: all 3 tops & pants, hat, belt, game socks

Baseball gear & cleats

Clothes for each day

Tennis shoes

Optional: pillow, snacks, video game system, board games, etc.

Room 1

Room 2

Room 3

Room 4

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

Subject: HB Lee Orchestra Competition

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 25, 2026

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:

HB Lee Middle School's advanced orchestra will compete in East Cascades Orchestra Festival. This provides students with an opportunity to perform in a formal setting and receive feedback from experts. This trip also serves as a goal for in-class and in-district performances, as well as an activity to build skill and teamwork.

Previous Board Action:

The board is responsible for approving all overnight trips.

Financial Implications:

The estimated cost of this trip is \$4000. The entirety of the trip will be paid for with Orchestra ASB funds.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the HB Lee Orchestra Competition 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: Advanced Orchestra

School: H.B. Lee Middle School

Name of Requester: Jae Choi

Date Submitted: January 20, 2026

Dates(s) of Trip: April 9-10

Trip Type: Activity or Athletic Trip Educational Trip

Trip Distance/Length: Over 150 Miles Away Overnight

Estimated number of students: 29

Number of Chaperones: 3

List of Chaperones:

Jae Choi (Teacher), Aaron Longo (Admin), Teresa Maxwell (Parent)

Lodging: Home2 Suites by Hilton Bend at 12141 NE Livingston Drive, Bend, Oregon

Total estimated trip cost: \$4000.

a. How will the trip be funded?

Orchestra ASB

b. Are there any out of pocket costs for students?

No, there aren't.

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

School bus

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

Musically, students observe and learn from other middle school orchestras, receive direct feedback from professional clinicians, and gain inspiration by watching high school ensembles perform. These experiences strengthen musicianship, ensemble skills, and goal-setting, while also building transferable skills such as discipline, collaboration, and focus that support success in other academic areas. The trip increases student motivation and pride in the orchestra program and allows students to represent their school and community in a positive, high-achieving way.

Itinerary: list all activities/provide general schedule.

Day 1: Thursday, April 9, 2026

- 7:30 AM: Depart by bus
- 11:30 AM: Arrive at destination
- 11:30 AM - 12:30 PM: Lunch and bathroom break
- 12:30 PM - 4:30 PM: Warm-up, Performance, Clinici session, Concert Observations
- 4:30 PM: Leave to Sun Mountain Fun Center
- 5:00 PM: Sun Mountain Fun Center (dinner and team building activities)
- 8:30 PM: Hotel check-in
- 8:30 PM - 10:00 PM: Reflection time (group discussion)
- 10:00 PM: Lights out / Bedtime

Day 2: Friday, April 10th, 2026

- 8:30 AM: Hotel check-out
- 9:00 AM - 10:00 AM: Watch high school orchestra performances
- 12:00 PM: Lunch at Dairy Queen
- 1:00 PM: Depart for HBLMS
- 4:30 PM - 5:00 PM: Arrive back at HBLMS

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?

- To provide students with an opportunity to perform in a formal setting and receive feedback from expert adjudicators.
- To develop performance and ensemble skills in a collaborative, high-stakes environment.
- To inspire students by observing other orchestras and learning from their performances.
- To foster teamwork, camaraderie, and self-reflection through group activities and structured discussions.

These experiences directly align with our orchestra program's goals of developing technical proficiency, musical artistry, and critical listening skills. Students will gain exposure to high-quality performances, professional adjudication, and valuable clinics that support their growth as musicians.

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

- 1 Chaperone Assignments: one adult per 10 students for close monitoring. Each chaperone is responsible for a specific group of students.
- 2 Group Management: Students will use the buddy system at all times. Regular headcounts will be done: before departure, at stops, and between activities.
- 3 Hotel Safety: Students will stay in same-gender rooms with 3-4 per room. Chaperones will do room checks at arrival and bedtime. Hallways will be monitored until all students are in their rooms.
- 4 Transportation: Chaperones will supervise boarding, travel, and getting off the bus. Students must stay seated and follow bus safety rules.
5. Safety: Chaperones will carry emergency contacts and medical info.
 - b A first aid kit will be available, and at least one adult will be first aid/CPR certified.
 - c Students will be taught what to do in an emergency.

Principal Approval: Jenna Guertin-Davis

Date: 2/11/2026

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.

East Cascade Orchestra Festival 2026

H.B.Lee Middle School

Reynolds School District

List Itinerary.

Day 1: Thursday, April 9, 2026

- **7:30 AM:** Depart by bus
- **10:00 AM:** Restroom/Potty break
- **11:30 AM:** Arrive at destination
- **11:30 AM - 12:30 PM:** Lunch and bathroom break
- **12:30 PM - 1:30 PM:** Warm-up session
- **1:30 PM - 4:30 PM:** Performance & Concert Observations
 - **1:30 PM - 2:00 PM:** Perform on stage (in front of juries and other students)
 - **2:00 PM - 2:30 PM:** Clinic session with one of the juries
 - **2:30 PM - 4:30 PM:** Observe other orchestras performing
- **4:30 PM:** Leave to Sun Mountain Fun Center
- **5:00 PM:** Sun Mountain Fun Center (dinner and team building activities)
- **8:30 PM:** Hotel check-in
- **8:30 PM - 10:00 PM:** Reflection time (group discussion)
- **10:00 PM:** Lights out / Bedtime

Day 2: Friday, April 10th, 2026

- **7:30 AM:** Breakfast at hotel
- **8:30 AM:** Hotel check-out
- **9:00 AM - 10:00 AM:** Watch high school orchestra performances
- **12:00 PM:** Lunch at Dairy Queen
- **1:00 PM:** Depart for HBLMS
- **4:30 PM - 5:00 PM:** Arrive back at HBLMS

2. Objectives

The primary objectives of this trip are:

- To provide students with an opportunity to perform in a formal setting and receive feedback from expert adjudicators.

- To develop performance and ensemble skills in a collaborative, high-stakes environment.
- To inspire students by observing other orchestras and learning from their performances.
- To foster teamwork, camaraderie, and self-reflection through group activities and structured discussions.

These experiences directly align with our orchestra program's goals of developing technical proficiency, musical artistry, and critical listening skills. Students will gain exposure to high-quality performances, professional adjudication, and valuable clinics that support their growth as musicians.

3. How Activities on the Trip Provide Opportunities for Students to Obtain New Skills, Insights, Knowledge, or Appreciations

- **Performance Experience:** Performing in front of juries and peers builds confidence, stage presence, and resilience under pressure.
- **Adjudication Clinic:** Receiving personalized feedback from professional musicians helps students identify areas for improvement and gain new insights into their playing technique and ensemble balance.
- **Concert Observations:** Watching other orchestras exposes students to diverse styles, repertoire, and performance techniques, encouraging critical listening and musical appreciation.
- **Team-Building Activities:** Activities such as the group reflection session and recreational time (e.g., Sun Mountain Fun Center) promote camaraderie, teamwork, and interpersonal skills.
- **Reflection Time:** Students will analyze their performance, articulate their experiences, and set personal and ensemble goals.

By participating in these activities, students will gain a deeper understanding of music, ensemble collaboration, and personal responsibility while building a lasting appreciation for the broader orchestral community.

4. Effect of the Trip on Other Classes or Programs

While the trip requires students to miss some instructional time, the benefits outweigh the temporary absence:

- **Skill Transfer:** The discipline, focus, and collaboration practiced during the trip can positively impact students' performance in other academic subjects. Skills such as time management, critical analysis, and problem-solving are applicable across all disciplines.
- **Enhanced Engagement:** Participating in an enriching experience like this trip can increase motivation and commitment to the orchestra program, fostering pride in their accomplishments. This enthusiasm often extends to other areas of school life.
- **Positive School Representation:** The trip allows students to represent their school and community in a positive, high-achieving light, contributing to the overall success and reputation of the school's performing arts programs.

Overall, while some class time is missed, the trip provides students with unique educational and social opportunities that contribute to their holistic growth.

5. Estimated cost of trip is \$. Describe how the trip will be funded.

Item	Cost per Item	Item Number	Total Cost	Funding Resources
Festival Fee	\$200	1	\$200	District Music Fund
Bus	TBA	1	TBA	Orchestra ASB
Lodging for Students	\$160	8	\$1280	Orchestra ASB
Sun Mountain Fun Center	\$28	30	\$840	Orchestra ASB
Dinner	\$30	11	\$330	Orchestra ASB
Drink	\$8	5	\$40	Orchestra ASB
Lunch	\$10	35	\$350	Orchestra ASB

7. Supervision Plan to Ensure Student Safety

1. Chaperone Assignments

- 1 adult per 10 students** for close monitoring.
- Each chaperone is responsible for a specific group of students.

2. Group Management

- Students will use the **buddy system** at all times.
- Regular **headcounts** will be done: before departure, at stops, and between activities.

3. Hotel Safety

- Students will stay in same-gender rooms with 3-4 per room.
- Chaperones will do **room checks** at arrival and bedtime.
- Hallways will be monitored until all students are in their rooms.

4. Transportation

- Chaperones will supervise boarding, travel, and getting off the bus.
- Students must stay seated and follow bus safety rules.

5. Emergency Preparedness

- Chaperones will carry emergency contacts and medical info.
- A first aid kit will be available, and at least one adult will be first aid/CPR certified.
- Students will be taught what to do in an emergency.

6. Activity Supervision

- During activities, chaperones will monitor students and keep them in designated areas.

These steps will ensure a safe and organized trip for everyone.

To: Board of Directors

From: Frank Caropelo, Budget Officer

Subject: Resolution Authorizing the Transfer of Expenditure Appropriations within the General Fund

Type: Action Item Report / Presentation

Policy: DBK-AR Budget Transfer Authority

Date: February 25, 2026

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:

As required by ORS 294.463, the District School Board must approve appropriation transfers between categories. This resolution seeks to transfer funds in the amount of \$1,220,000 from Function 2000 Support Services to Function 1000 Instruction Services.

Previous Board Action:

The Board adopted the 2025-26 Budget through Resolution #2025-2026-028 based on assumptions and information known at that time. Function 1000 requires additional funding primarily due to an increase from budgeted expenditures for Charter School payments, contracted services for outside placements, and liability insurance. These expenditures can be offset from a reduction in expected expenditures across a variety of Function 2000 programs for support services. These reductions largely reflect savings in salaries and related payroll costs.

Financial Implications:

This budget transfer does not increase the expenditures overall, but transfers authority between categories. Oregon local budget laws require the Board to review and pass by resolution any appropriation transfers between categories. Without this resolution, the district would be in violation of appropriation authority.

Motion:

- A. Motion Made by Board Member:

- a. I move that the Board adopt Resolution 2025-2026-020, a resolution transferring appropriation of \$1,220,000 within the General Fund due to expected expenditure increases for charter school obligations.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion



Reynolds School District No. 7
Resolution 2025-2026-020
Motion to Approve Appropriation Transfer

RECITALS

- A. The Board of Directors of Reynolds District No. 7 adopted the 2025-26 Budget through Resolution 2025-2026-020 based on assumptions and information known at that time, and amended through Resolution, and
- B. Oregon Local Budget Law, ORS 294.463, allows transfers of funds within funds or between funds after adoption under prescribed guidelines, and
- C. Board Policy DBK Budget Transfer Authority establishes the guidelines for appropriation transfers, and
- D. This appropriation transfer adjusts the budget to align with current projections. Budget changes include the following components:
 - General Fund
 - Function 1000 – Instruction increase appropriation by \$1,220,000
 - Function 2000 – Support Services decrease appropriation by (\$1,220,000)
 - This transfer is necessary due to higher expenditures in Purchased Services than initially anticipated.
- E. This resolution is to enable the Board to approve the appropriation transfer for Fiscal Year 2025-26.
- F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Reynolds District No. 7, Multnomah County, Oregon, pursuant to ORS 294.456, hereby transfers \$1,220,000 within General Fund appropriations in the budget for the fiscal year beginning July 1, 2025.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Authorization to Spend: Cooling Tower and Chiller Units

Type: Action Item Report / Presentation

Policy: DJ: District Purchasing

Date: February 25, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

The cooling tower at Reynolds High School is currently operating below 50% efficiency. In September, the Board approved moving forward with a project to replace the Cooling Tower and any associated mechanical units, chilled water supply/chilled water return (CWS/CWR) piping, pumps, direct digital controls upgrades, chemical treatment systems, and associated roof work.

We are in the process of establishing a final guaranteed maximum price (GMP) for the full construction project agreement. The final agreement will be brought to the Board for approval. However, procurement for new cooling tower and chiller units needs to begin as soon as possible, so we are asking the board to approve this expenditure ahead of the final agreement.

Previous Board Action:

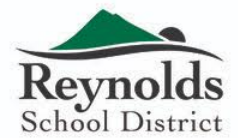
The Board must approve any expenditures over \$500,000.

Financial Implications:

This project will be funded from the district's construction excise tax funds, which can only be used for specific capital projects.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorize the district to purchase new cooling tower and chiller units for Reynolds High School.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



**REYNOLDS SCHOOL SCHOOL DISTRICT
EARLY WORK AMENDMENT #2
TO CONTRACT**

THIS AMENDMENT IS BETWEEN:

OWNER:

**Reynolds School District
1204 NE 201st Ave,
Fairview OR 97024**

And

CM/GC CONTRACTOR:

**INLINE Construction
18880 SW Shaw St
Beaverton, OR 97007**

The Project is: Reynolds High School Cooling Tower Replacement

Date of Original CMGC Contract: December 30th, 2025

Date of this Amendment to the GMP: February 19th, 2026

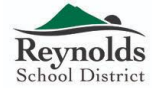
The Owner and the CMGC Contractor hereby amend the Contract as set forth below. Capitalized terms used but not defined herein shall have the meanings given in the Contract Documents. Except as amended hereby, the Contract remains in full force and effect.

- EWA 2.** The parties agree that the amount for EWA #2 for the Project is \$557,724.03 consisting of the Early Work Amendment #2 (stated as a fixed dollar lump sum amount), as follows:

	Total Amount of GMP Prior to EWA #1	Total Amount EWA No. 1	Total Amount EWA No. 2	Total Amount of GMP after this EWA No. 2
Pre-Construction Fee	\$17,388	\$0	\$0	\$0
EWA 1 Investigation Services	\$0	\$18,477.54	\$0	\$0
EWA 2 Early Equipment Procurement	\$0	\$0	\$532,281.57	\$0
GMP – Cost of Work	\$0	\$0	\$0	\$0
CMGC Fee/Liab. Ins. P&P Bond	\$0	\$900.46	\$25,443	\$0
Field Work Allowance	\$0	\$0	\$0	\$0
Contingency	\$0	\$0	\$0	\$0
CAT Tax .048%	\$0	\$0	\$0	\$0
GMP Amount (total of above categories)	\$0	\$0	\$0	\$0
Owner Controlled Contingency w/i GMP	\$0	\$0	\$0	\$0
Total GMP =	\$17,388	\$36,766	\$594,491	\$594,491

For purposes of determining the GMP, the Estimated Cost of the Work includes the Cost for CMGC Work, and the costs of all components and systems required for a complete, fully functional facility.

- Basis of GMP.** The GMP is based on the Supporting Documents in EWA #2 including the allowances, assumptions, exclusions, unit prices, and alternates designated therein, Early Work Amendment No. 2.
- Plans and Specifications.** Referenced in the attached EWA No. 2 Supporting Documents.
- Substantial Completion Date.** Notwithstanding any provision in the GMP Supporting Documents to the contrary, the required date for Substantial Completion is August 24, 2026, and Project Closeout November 30, 2026.
- Tax Compliance Certification.** The individual signing on behalf of the CMGC Contractor hereby certifies and swears under penalty of perjury that s/he is authorized to act on behalf of the CMGC Contractor, she/he has authority and knowledge regarding CMGC Contractor’s payment of taxes, and to the best of her/his knowledge, the CMGC Contractor is not in violation of any Oregon tax laws. For purposes of this certification, "Oregon tax laws" are those tax laws listed in ORS 305.380(4), namely ORS Chapters 118, 314, 316, 317, 318, 320, 321 and 323 and Sections 10 to 20, Chapter 533,



Oregon Laws 1981, as amended by Chapter 16, Oregon Laws 1982 (first special session); the elderly rental assistance program under ORS 310.630 to 310.706; and any local taxes administered by the Oregon Department of Revenue under ORS 305.620.

THIS AMENDMENT is executed in two original copies of which one is to be delivered to the CMGC Contractor, and the remainder' to Owner.

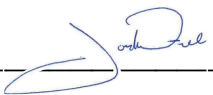
CMGC CONTRACTOR:

Name of Firm: INLINE Construction

Address: 18880 SW Shaw St

CMGC Contractor Federal Tax I.D. #: 93-0931429

Construction Contractors Board Registration No.: 51880



Date 2/19/2026

Signature of Authorized Representative of CMGC Contractor

Title: **VP of Construction**

OWNER:

REYNOLDS SCHOOL DISTRICT

Frank Carapelo
Print Name

Date _____

Signature
Title: Superintendent

Date _____

Attachment A: Inline EWA No. 2



EWA-2 Pricing Request			Estimate	EWA-2
PROJECT: Reynolds High School Cooling Tower Replacement			DATE:	2/10/2026
			INLINE JOB #:	10526-26
DESCRIPTION OF SCOPE: EWA-2 Early procurement of Chiller and Evapco. Hydrottemp Mechanical was the low bid for this early work package.				
PROPOSED ADJUSTMENT TO THE CONTRACT SUM:				
			Quantity	Unit Cost
Division 1 - General Conditions				
Inline	Superintendent	Site Visit to coordinate delivery and inventory	16 hrs	\$121.00
Inline	Project Manager	Additional Scope Breakout and procurement	20 hrs	\$132.25
Division 22 - Mechanical/Plumbing				
JB	Chiller	Pricing for York Chiller	1 LS	\$259,330.00
JB	Gas Monitoring	Gas Monitoring System	1 LS	\$16,640.00
JB	Cooling Tower	Pricing for Evapco	1 LS	\$183,320.00
Subtotal Equipment				\$459,290.00
	Hydrottemp	OH&P on purchase	10%	\$45,929.00
	Hydrottemp	Storage Inventory and Delivery from yard to project	1 ea	\$22,481.00
Subtotal Hydrottemp				\$527,700.00
Subtotal Division 1 & 22				\$532,281.00
Inline Submitted Fee				4.78%
				\$25,443.03
TOTAL COST OF PROPOSED EWA-2				\$557,724.03

CLARIFICATIONS:

1 Does not include Seismic Calculations which will be part of the GMP and not included in EWA-2

2 EWA-2 pricing is based on quote provided by JB Oregon that is the most complete

3 This EWA-2 does not include install, only delivery of equipment FOB Reynolds High School. Install will be part of GMP.

4 VE item to remove marine water box from condenser is not included but could be added for a VE savings of (\$1,100).

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Bond Package for Community Feedback

Type: Action Item Report / Presentation

Policy: FC: Capital Construction Program

Date: February 25, 2026

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:

Over the past three months, the Bond Development Committee has convened to review district facility needs, assess community priorities, and evaluate potential bond project scenarios. The committee's work has included facilitated discussions, listening sessions with stakeholder groups, and structured bond package development activities.

Pending Board direction, the draft bond package will be shared with the broader community to gather additional feedback over the coming months and be refined as needed. A final bond package recommendation will be brought back to the board for approval to move forward with a ballot measure for the November 2026 election.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorize staff to gather community feedback on the proposed bond package.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Proposed Bond Package



Student Restrooms	\$8,100,000
Safety and Security	\$4,600,000
Critical Infrastructure	\$46,800,000
Roofing	\$27,700,000
Play Areas	\$1,900,000
Accessibility	\$2,700,000
Athletics	\$6,000,000
Community Rooms	\$1,000,000
Replace Glenfair	\$64,400,000
Total	\$163,200,000



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: February 25, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

- A. Individual Board Member Reports or Announcements
- B. Upcoming Board Meetings
 - a. Board Business Meeting: March 18, 2026
- C. Budget Committee
 - a. Budget 101: April 2, 2026
 - b. Budget Committee Vacancies: 2 open positions
 - 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: February 25, 2026

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 Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable