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

September 9, 2026
6:00 PM
Reynolds High School
1698 SW Cherry Park Road
Troutdale, Oregon 97060

I.	**Call to Order**	**2**
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Reynolds School District

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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: **Call to Order**

Type: ☑ Action Item ☐ Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: September 9, 2026

Call to Order

Roll Call:
Position 1: Donell Morgan (appointed, pending oath of office)
Position 2: Vice Chair Joyce Rosenau
Position 3: Chair Michael Reyes
Position 4: Giovanni Vaz (appointed, pending oath of office)
Position 5: Director Patty Carrera
Position 6: Director Ana Gonzalez Muñoz
Position 7: Director Francisco Ibarra

Land Acknowledgement

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.

Reynolds School District

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: **Policy Update: First Reading for KNA**

Type: ☑ Action Item ☐ Report / Presentation

Policy: BF: Policy Development

Date: September 9, 2026

Policy	Policy Name	Update / Notes
Section K: District-Community Relations		
KNA	**Immigration Enforcement on District Property**	In 2026, the Oregon Legislature adopted three bills related to federal immigration enforcement in schools: Senate Bill (SB) 1538, SB 1594, and House Bill (HB) 4079). These new laws require the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools, which are available here. Districts must provide these model AG policies to employees, and must adopt a policy that is consistent with the AG model policies by September 30, 2026. The district-adopted policy must: - Designate an individual to be the primary contact for immigration enforcement; - Include requirements for notifying students, parents, staff and the community when federal immigration officials are confirmed to be on district property for enforcement purposes; - Include training requirements for designated individuals; - Be included in the student handbook and in culturally appropriate languages on the district's website; and - Include any other requirements provided by law.

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to "adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement." This policy must be "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district's website[2].

Designation of Primary Point of Contact

The superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district immigration liaison. The assistant superintendent shall serve as an alternative point of contact during the immigration liaison's absence or unavailability (alternate immigration liaison).

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

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[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board.

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [6] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the district office.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority.

Notice must not disclose:

    c. Personally identifiable information;
    d. Other information that may not be legally disclosed; or
    e. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;

2. Workplace or hours of work;

3. School or school hours;

4. Contact information, including telephone number, electronic mail address or social media account information;

5. Known associates or relatives; and

6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[3] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

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[3] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

3. Upon the adoption of this policy, the district will provide annual training to all current district staff regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

executive session

Stick to the Agenda – Only discuss topics allowed under Oregon law (ORS 192.660) and listed on the posted agenda.

Confidential Means Confidential – Do not share topics, discussion details or documents, outside the session.

No Final Decisions – You can deliberate, but official votes must happen in open session.

review boardbook

Read the Entire Packet – Review all attached documents, reports, and background information.

Flag Questions Early – Email the board secretary with questions before the meeting.

quorum communications

Avoid “Reply All” on Board Business – Never hit “Reply All” to an email or text sent to the full board.

Reply Only to the Sender – If you need to respond or have questions, reply directly to the superintendent, board chair, or board secretary only.

calendar

Prioritize Attendance – Treat board meetings as a top commitment, attending all regular and special sessions.

Notify if You'll Be Absent – Inform the board chair and board secretary as soon as possible if you can't attend.

interacting with staff

Route Questions Through the Superintendent – Direct all operational questions or concerns to the superintendent instead of staff.

Do Not Make Promises – Avoid pledges of action or outcomes on the spot.

Avoid Giving Staff Directives – Don't instruct teachers, principals, or other staff on how to handle work matters.

If Approached by Staff with Concerns, Listen and Refer – Thank them for sharing and direct them to their supervisor or the superintendent.

email and updates

Check Email Regularly – Review communications at least once daily during the week.

Stay Current on Updates – Review weekly superintendent updates.

Read the Entire Message – Don’t skim; read attachments and linked documents.

school visits

Schedule Visits in Advance – Coordinate with board secretary before visiting.

Follow Safety Protocols – Check in at the office, wear badges, and follow school rules.

Keep Visits Informal – Walk through, observe, and interact casually with students and staff.

Respect Student Privacy – Don’t take photos or request student information without approval.

parent / guardian complaints

Listen, Don't React – Hear the concern fully before responding.

Refer to the Chain of Command – Direct the complaint to the superintendent's office for appropriate follow-up.

Do Not Make Promises – Avoid pledges of action or outcomes on the spot.

Maintain Confidentiality – Don't discuss the complaint publicly or with other staff unless necessary.

Reynolds School District

Board of Directors

Operating Handbook

governance expectations, operating practices, and policy guide

This handbook is a practical summary of Board governance practices and key Board policy. It is designed to support consistent, effective governance. It does not replace adopted Board policies, administrative regulations, Oregon law, or legal advice. When there is a conflict, the controlling policy or law governs.

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1. District Mission, Vision, and Governance Commitments

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.

Governance Commitments

- Keep students and districtwide interests at the center of decisions.
- Use an equity lens and consider who is affected, who has voice, and whether barriers or disparities are being reduced.
- Govern through policy, goals, oversight, and evaluation rather than day-to-day administration.
- Engage in respectful, fact-based deliberation and support lawful Board decisions once made.
- Model transparency, accountability, stewardship, and continuous learning.

Related Policies: AC - Nondiscrimination; ACB - All Students Belong; Board governance policies in Section A/B

2. The Board: Role, Authority, and Organization

The Reynolds School District Board of Directors is composed of seven publicly elected, at-large Board members serving four-year terms. The Board may also appoint a non-voting student representative. The Board governs the District; the Superintendent leads and manages District operations.

Authority Belongs to the Board as a Whole

- Individual Board members exercise authority when the Board is in a legally called meeting, or when specifically authorized by Board action.
- No individual Board member may direct staff, commit the District, make promises on behalf of the Board, or exercise supervisory authority over District operations.
- A quorum is four Board members, and four affirmative votes are required to transact Board business.
- Board members may express personal opinions, but should clearly distinguish personal views from an official Board position.

Board and Superintendent Roles

Board	Superintendent
Adopts policy and district goals	Implements policy and leads strategies to achieve goals
Hires and evaluates the Superintendent	Supervises and evaluates District staff
Adopts the budget and provides fiscal oversight	Develops and administers the budget and District operations
Acts on recommendations brought to the Board	Develops recommendations and provides information needed for Board decisions
Represents community interests and provides governance oversight	Develops and administers the budget and District operations

Related Policies: BB - Board Legal Status; BBA - Board Powers and Duties; BBAA - Individual Board Member's Authority and Responsibilities

3. Board Member Responsibilities and Standards of Conduct

Board service carries both legal duties and shared expectations for how members work together. These standards apply during meetings, community interactions, electronic communication, and other activities connected to Board service.

Student-Centered Governance

- Be guided by the best interests of students across the District.
- Make decisions based on evidence, policy, law, District goals, and the long-term health of the system.

Respectful Conduct

- Treat Board colleagues, the Superintendent, staff, students, families, and the public with dignity and courtesy.
- Listen to differing perspectives and avoid personal attacks, interruptions, ridicule, or disrespectful verbal or nonverbal behavior.

Prepared Participation

- Review meeting materials before meetings.
- Ask clarifying or technical questions in advance when possible so staff can prepare complete information.
- Attend, participate fully, and remain focused during meetings.

Collective Responsibility

- Share views openly during deliberation while working toward Board-level decisions.
- Respect the lawful decision of the Board after a vote, while retaining the right to accurately state an individual voting position.
- Do not make personal promises or take private action that could compromise Board responsibilities.

Related Policies: BBAA - Individual Board Member's Authority and Responsibilities; BBF - Board Member Standards of Conduct

4. Ethics, Conflicts of Interest, and Confidentiality

Public Official Ethics

Board members are public officials and must comply with Oregon ethics requirements and Board policy. A Board member should identify potential or actual conflicts, disclose them as required, and follow the participation or recusal requirements that apply to the specific situation.

- Do not use Board office for prohibited financial gain or to avoid a financial detriment.
- Do not accept benefits or use District resources in a manner prohibited by law or policy.
- Follow nepotism restrictions involving relatives and members of the household.
- When uncertain, seek guidance before participating in a decision.

Confidentiality

- Protect information made confidential by law, including protected student, personnel, legal, and executive-session information.
- Do not disclose executive-session discussion except as permitted by law or authorized by the Board.
- Remember that confidentiality obligations continue outside the meeting and after Board service ends when the law requires it.

Mandatory Reporting and Ethics Filings

Board members are mandatory reporters under Oregon law. When a Board member has reasonable cause to believe a child with whom the member comes in contact has suffered abuse, or that a person with whom the member comes in contact has abused a child, the Board member must immediately make or cause an oral report to the Oregon Department of Human Services or local law enforcement. Board members must also comply with Oregon Government Ethics requirements, including filing a statement of economic interest when required.

Related Policies: BBAA - Board Member's Authority and Responsibilities; BBFA - Board Member Ethics and Conflicts of Interest; BBFB - Board Member Ethics and Nepotism; BDC - Executive Sessions

5. Board Officers and Board-Superintendent Relationship

Board Officers

The Board elects a Chair and Vice Chair at its organizational meeting. Officer elections occur in public session. The Chair presides over meetings, works with the Superintendent on meeting planning, and carries out other duties established by policy. The Vice Chair serves when the Chair is unavailable.

Board-Superintendent Relationship

- The Superintendent is the Board's chief executive officer and the Board's employee.
- The Board provides direction to the Superintendent through Board action, adopted goals, policy, and evaluation.
- Individual Board members do not direct the Superintendent or staff outside authority granted by the Board.
- The Chair and Superintendent should maintain regular communication about upcoming governance needs, while preserving the authority of the full Board.

Related Policies: BC/BCA - Board Organization/Board Organizational Meeting; BCB - Board Officers; BCD - Board-Superintendent Relationship

6. Board Meetings and Preparation

The Board conducts its business in meetings that comply with Oregon Public Meetings Law. Meeting dates are established through the annual Board calendar.

Common Meeting Types

Regular/Business Meeting	Used for formal Board business, reports, deliberation, and action.
Work Session	Used for information, discussion, planning, and work that may inform later Board action.
Executive Session	Closed to the public only for purposes authorized by law. Final action occurs in open session, with the limited student-matter exceptions authorized by ORS 332.061
Special or Emergency Meeting	Called when Board business must be addressed outside the regular meeting schedule, consistent with notice requirements.

Agenda Development

The Superintendent develops Board agendas in consultation with Board leadership. Requests by individual Board members to add topics should follow the current procedure established by policy and Board practice. Time-sensitive matters may require a different process consistent with law and policy.

Before the Meeting

- Prioritize attendance at all regular, special, and work-session meetings. If you cannot attend, notify the Board Chair and Board Secretary as soon as possible.
- Read the complete BoardBook packet, including all attachments, reports, links, and background information. Identify questions early.
- Send questions or requests for background information to the Board Secretary and/or Superintendent in advance when possible so staff have time to prepare a complete response.
- Avoid discussing District business with a quorum of Board members outside a properly noticed meeting, including through group email, text, or other electronic communication.
- Review the agenda and be prepared to identify conflicts of interest or needed recusals.

Related Policies: BD - Board Meetings, Notices, and Communications; BDC - Executive Sessions; BDD - Board Meeting Procedures; BDDC - Board Meeting Agenda; BDDF - Conduct of Board Meetings

7. Meeting Conduct, Deliberation, and Decision-Making

- Focus discussion on the agenda item and the decision or direction needed from the Board.
- Ask questions to understand, not to debate staff into a predetermined answer.
- Make space for every Board member to participate; avoid repeating points already made when agreement can be stated briefly.
- Listen for information that may change or refine your position.
- Separate disagreement with an idea from judgment of the person presenting it.
- Be mindful that texts, emails, chat messages, and other communications about District business may be public records and may create public-meetings concerns.
- During virtual participation, remain visible when feasible, minimize distractions, and follow roll-call voting or other procedures required by the Chair.

Public Meetings and Serial Communications

A quorum of Board members may not use a series of communications - including email, text, phone, video, in-person conversations, or intermediaries - to deliberate or decide a matter outside a properly noticed meeting. Purely factual or educational communications that contain no deliberation, communications unrelated to matters reasonably expected to come before the Board, and nonsubstantive scheduling or similar communications are permitted.

Decision-Making Questions

- How will this decision affect student learning and student outcomes?
- How does it align with District mission, vision, goals, policy, and legal requirements?
- What data and evidence inform the decision, and how will effectiveness be evaluated?
- Who is affected, what barriers may exist, and who has had meaningful opportunity for input?
- Could the decision worsen an existing disparity or create an unintended consequence?
- What resources, implementation commitments, and communications are needed?

Related Policies: BDDF - Conduct of Board Meetings; BBA - Board Powers and Duties; BBF - Board Member Standards of Conduct

8. Executive Sessions and Confidential Matters

Executive sessions may be held only for purposes permitted by Oregon law and must be announced with the applicable statutory authority. The Board may deliberate on authorized matters in executive session, but final Board action is taken in open session except where law specifically provides otherwise.

Operational reminder: only discuss matters authorized by ORS 192.660 and listed on the posted agenda. Confidential means confidential, and official votes must occur in open session.

- Stick to the posted executive-session agenda and statutory purpose. Treat the subject matter, discussion details, and documents as confidential when law requires confidentiality.
- Do not disclose or characterize another participant's executive-session statements.
- Do not use executive session to discuss topics outside the announced statutory purpose, and do not take final Board action in executive session.
- Direct questions about whether information may be disclosed to the Superintendent, Board Chair, or legal counsel before sharing it.
- Media representatives may attend certain executive sessions as provided by law, subject to reporting restrictions.

Related Policies: BDC - Executive Sessions

9. Public Comment and Community Engagement

The Board provides an opportunity for public comment at every Regular Session. Public comment is an opportunity for the Board to hear from the community; it is not a dialogue or debate with speakers during the comment period.

Current Participation Practice

- Spoken public comment requires in-person sign-up before the meeting.
- Sign-up is available for 30 minutes before the scheduled meeting start time.
- Written public comment may be submitted at any time through the District's public-comment process and is provided to the Board before the next meeting.
- Formal complaints are handled through the District complaint process rather than resolved during public comment.

Board Member Response

- Listen respectfully without signaling agreement or disagreement through argument, commentary, or visible reactions.
- Do not attempt to resolve an individual complaint from the dais.
- When follow-up is needed, allow the Superintendent or designee to route the matter through the appropriate process.

Related Policies: BDDH - Public Comment at Board Meetings; KL - Public Complaints

10. Communication, Media, Email, and Social Media

Speaking for the Board

- The Board Chair or an authorized designee serves as the official spokesperson for the Board.
- Official statements on behalf of the Board should reflect action or positions adopted by the Board.
- The Superintendent or designee is the spokesperson for District operations and administration.
- Individual Board members may express personal views but should clearly identify them as personal rather than an official Board position.

Email and Electronic Communication

Stay current on Board communications. Review weekly Superintendent updates and read complete messages, including attachments and linked documents.

- Use District-provided communication systems for Board business when available, and check Board email regularly - at least once each weekday.
- Assume communications about Board business may be subject to public-records requirements.
- Avoid serial or group communications that could constitute deliberation by a quorum outside a public meeting. Do not use "Reply All" on a message sent to the full Board; respond only to the sender, Superintendent, Board Chair, or Board Secretary as appropriate.
- Do not forward or post confidential information.

Social Media

- Maintain the same standards of respect and confidentiality online that apply in person.
- Avoid implying that a personal account or post is an official Board communication unless authorized.
- Do not use social media to deliberate toward a Board decision with other Board members.

Related Policies: BG - Board-Staff Communications; BGA - Electronic Communications; BBF - Board Member Standards of Conduct

11. Board-Staff Relationships and School Visits

Communication with Staff

- Board members should route requests, concerns, and operational questions through the Superintendent rather than individual staff members.
- Board members may know and interact with staff members, but may not give staff directives, tell staff how to handle work matters, or act as supervisors.
- When a staff member raises an employment concern, grievance, or complaint, listen respectfully, thank the employee for sharing, and refer the person to their supervisor or the Superintendent. Do not investigate independently or promise a particular action or outcome.

School and Program Visits

- Board members are encouraged to visit schools and programs to learn about the District. Schedule official Board visits in advance through the Board Secretary.
- Follow all visitor and safety protocols: check in at the school office, wear required identification, and follow school rules and staff directions.
- Respect student privacy. Do not take student photos or request student information during a visit without appropriate approval.
- Be respectful of instructional time and staff workload.
- Keep visits informal: observe, walk through, and interact appropriately with students and staff without assuming a supervisory or evaluative role or attempting to solve operational problems on-site.
- Share concerns privately with the Superintendent rather than with staff in a manner that could be perceived as direction.
- Attendance as a parent, spectator, or member of the public at an open school event is distinct from an official Board visit.

Related Policies: BG - Board-Staff Communications; BBAA - Individual Board Member's Authority and Responsibilities

12. Personnel, Complaints, Grievances, and Hearings

Personnel

- The Superintendent is responsible for District personnel administration within policy and law.
- Board members should not lobby for the hiring of a specific person or direct hiring decisions.
- Questions or concerns about an employee should be raised with the Superintendent rather than the employee or other staff members.
- Conflicts of interest must be disclosed and handled as required before Board participation in a personnel matter.

Complaints

When a parent, guardian, or other constituent brings a concern to a Board member, listen fully before responding, avoid promising action or an outcome, and refer the person to the Superintendent's Office or the appropriate District complaint process. Maintain confidentiality and do not independently investigate a complaint that may later come to the Board for review.

Grievances and Appeals

- Review only the record and information properly presented through the applicable process.
- Do not privately seek facts, witnesses, documents, or opinions about a pending matter.
- Maintain required confidentiality.
- If impartiality is in question, notify the Board Chair and Superintendent promptly and seek legal guidance as needed.
- Public statements regarding a pending or completed hearing should be made only through the authorized spokesperson.

Related Policies: BBA - Board Powers and Duties; BBFA - Ethics and Conflicts of Interest; KL - Public Complaints; applicable grievance/appeal policies and agreements

13. Board Member Quick Reference

Situation	Board Member Response
A constituent emails a complaint	Acknowledge the message; refer the person to the appropriate District complaint pathway; avoid investigating or promising a result.
A staff member asks you to fix an operational issue	Listen, then refer the matter to the Superintendent or appropriate administrative process. Do not direct staff.
You have questions about a Board packet item	Send questions to the Board Secretary in advance when possible so accurate information can be prepared.
A reporter asks about District operations	Refer operational questions to the Superintendent or designee. Board-position questions should go to the Board Chair or authorized spokesperson.
You want to visit a school in your Board role	Coordinate with the Board Secretary, follow visitor procedures, observe without directing staff, and share concerns privately with the Superintendent.
A message is sent to the full Board	Do not use "Reply All." Reply only to the sender, Superintendent, Board Chair, or Board Secretary as appropriate.
You cannot attend a Board meeting	Notify the Board Chair and Board Secretary as soon as possible. Treat regular, special, and work-session meetings as a priority commitment.
You receive the weekly Superintendent update	Read the full message, attachments, and links. Check Board email at least once each weekday.
You are in executive session	Stay within the posted statutory purpose, protect confidential discussion and documents, and remember that final Board action belongs in open session.
A staff member approaches you with a concern	Listen and thank them for sharing, then refer them to their supervisor or the Superintendent. Do not investigate, give directives, or promise an outcome.

Reynolds School District Messaging Survey Analysis

August 2026

PATINKIN RESEARCH STRATEGIES

Methodology:

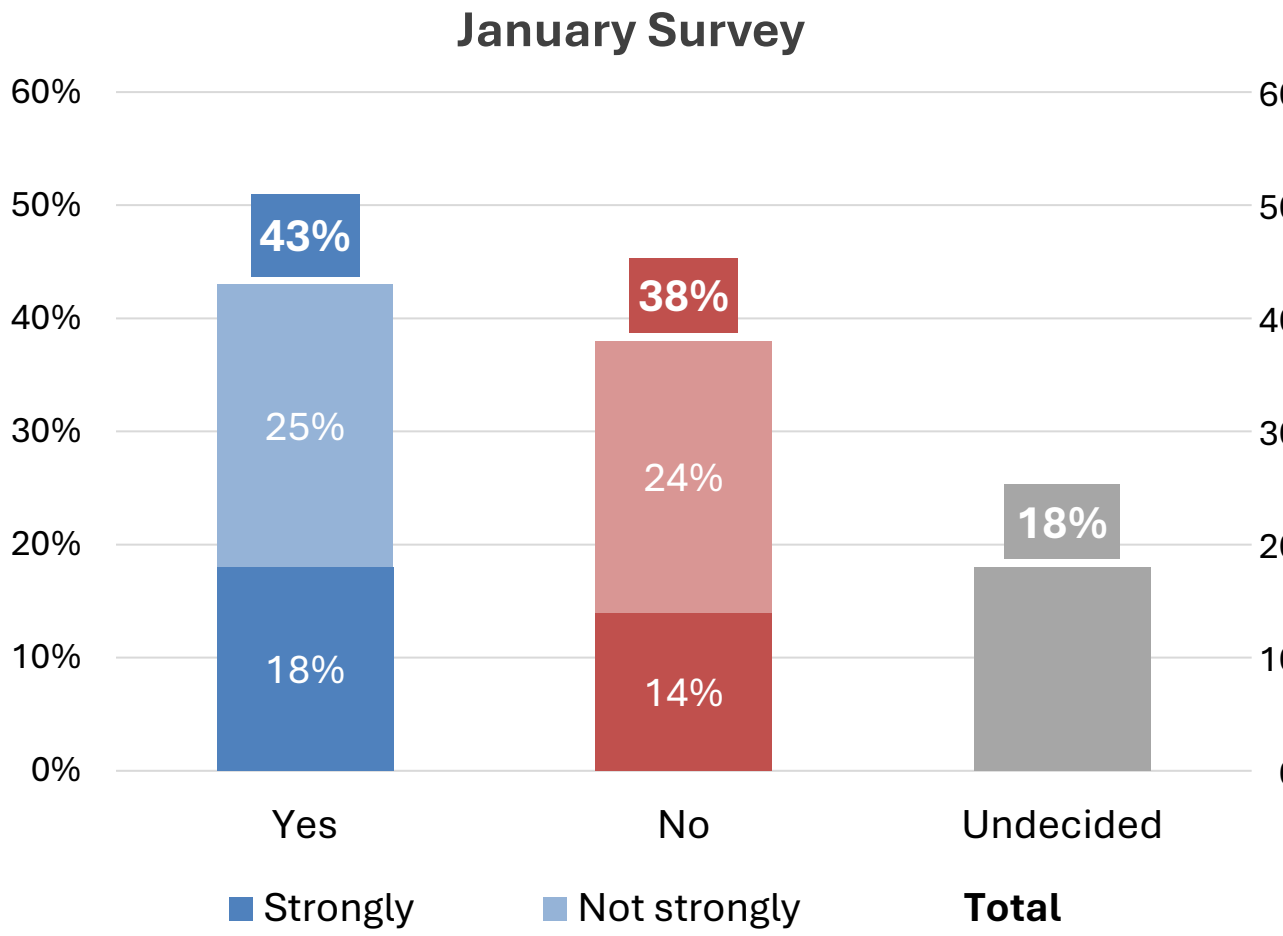
- A survey of n=400 likely voters in the Reynolds School District was conducted via telephone using professional interviewers. Interviews were conducted via both landline and cell phone.
- A voter file sample was used and quotas and weights were implemented to reflect the November 2026 likely electorate.
- Interviews were conducted August 6-10, 2026.
- The margin of error for the sample as a whole is plus or minus 4.9 percentage points at the 95% level of confidence. The margin of error for subgroups varies and is higher.
- Throughout this report we refer to “younger” and “older” voters. Younger voters are under age 50 and older voters are age 50 and up.
- Numbers might not sum precisely due to rounding.

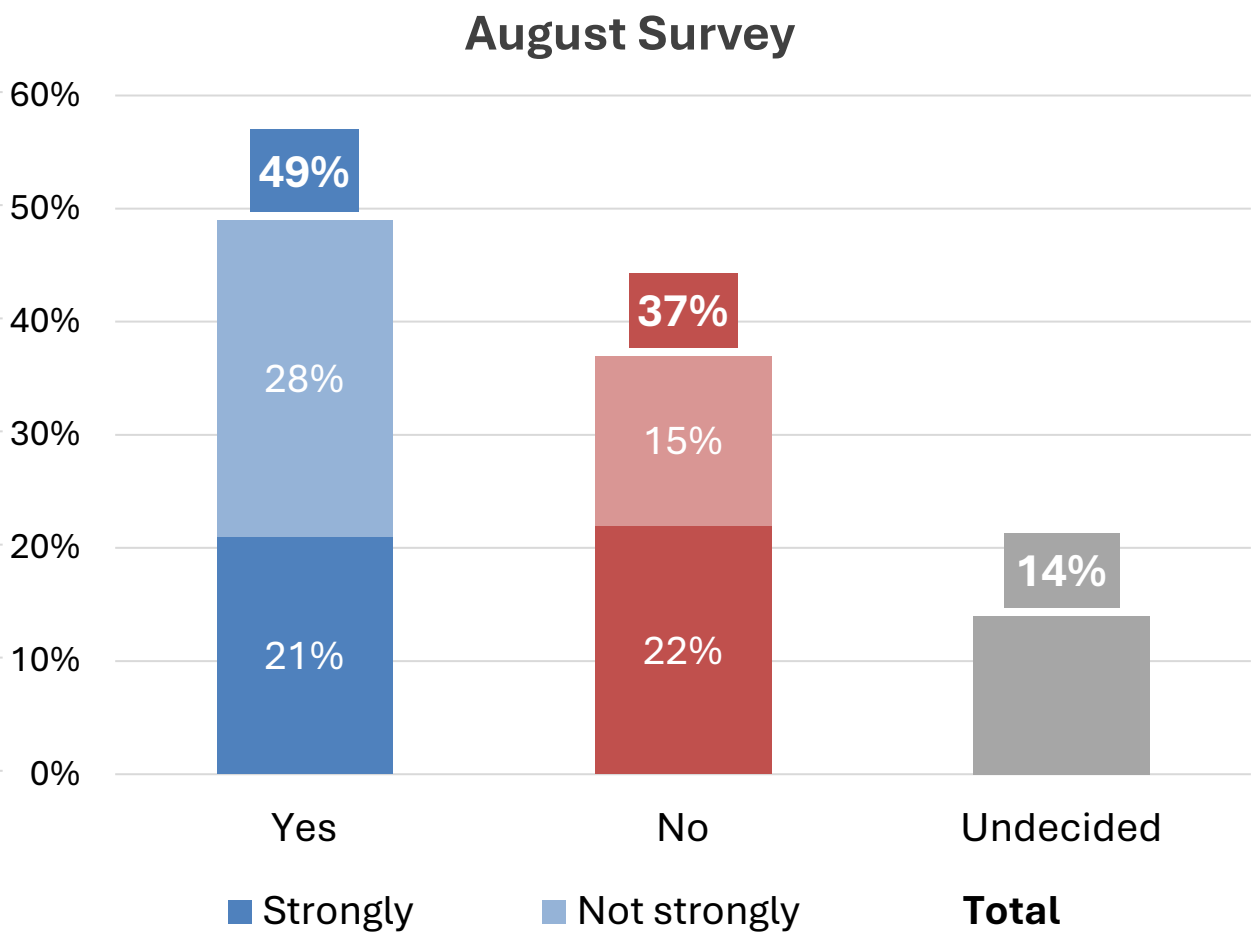
District voter demographics:

	All Registered Voters	Likely November 2026 Voters
Men	41%	42%
Women	44%	48%
Unknown gender	15%	10%
Under age 50	52%	31%
Over age 50	48%	69%
Over age 70	16%	31%
Fairview/Wood Village	20%	19%
Gresham	32%	27%
Portland	24%	27%
Troutdale	24%	27%
Democrats (reg.)	37%	45%
NAV/independents (reg.)	44%	28%
Republicans (reg.)	19%	27%

Where We Start

Support has increased since January; opposition held steady





q4. The Reynolds School District may place a bond measure on the ballot this coming November which could read: "Bonds to increase safety, security; repair, construct schools; increase accessibility. Shall District maintain its existing bond rate and issue bonds to increase safety, repair, replace aging schools and increase accessibility?" Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Gender gap has developed, age gap has widened, educational chasm in place

	Yes	No	Undecided	Yes Margin	Yes Margin January
Men	44%	40%	16%	+4	+4
Women	54%	34%	12%	+20	+8
Under age 50	58%	27%	15%	+31	+18
Over age 50	44%	44%	12%	0	-5
Over age 70	33%	59%	8%	-26	-16
No college education	42%	43%	15%	-1	+0
College+	71%	23%	6%	+48	+17
Homeowners	54%	40%	6%	+14	+12
Renters	49%	29%	21%	+20	-2
TOTAL	**49%**	**37%**	**14%**	**+12**	**+5**

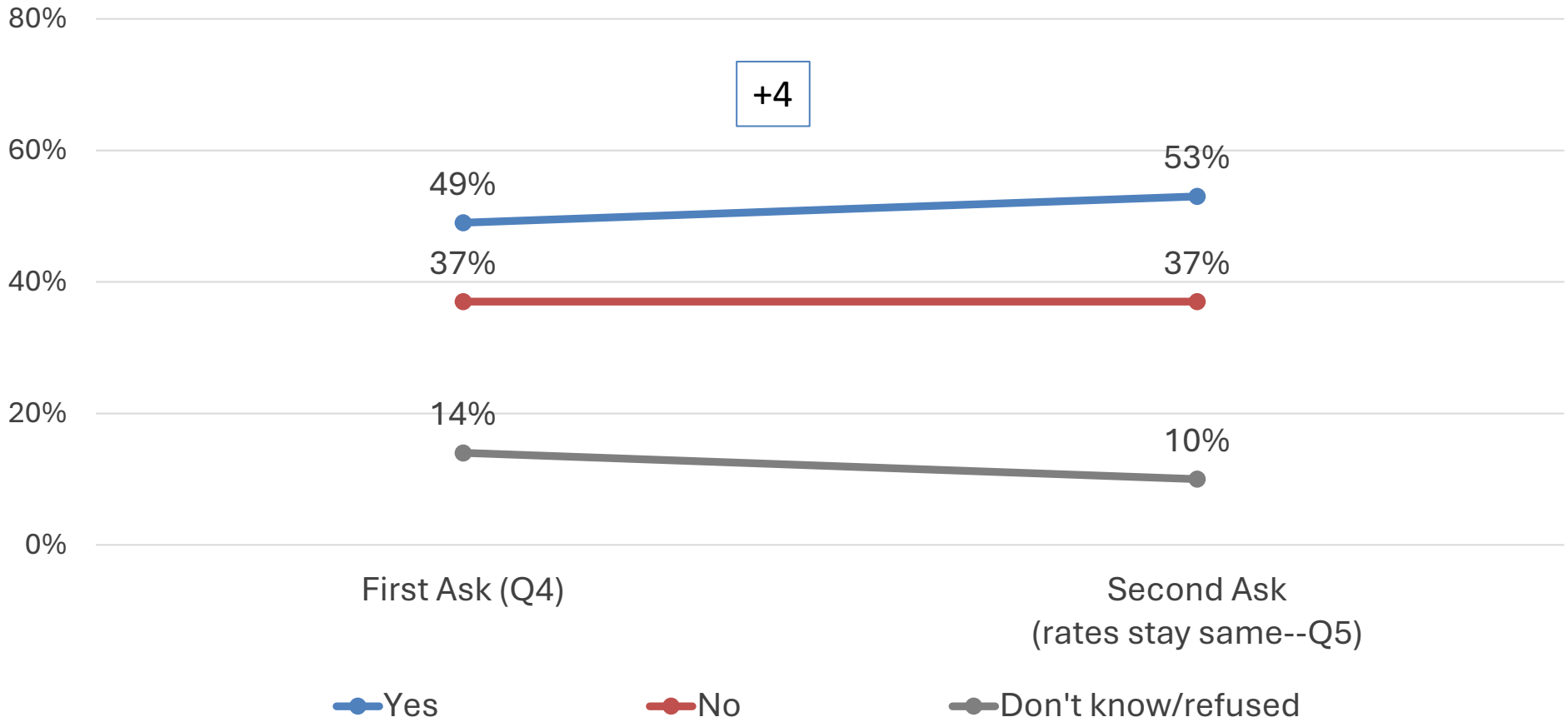
q4. There may be a bond measure placed on the November 2026 general election ballot. It would read: "Bonds updating schools, accessibility, safety, security, vocational and extracurricular facilities. Shall district maintain average bond rate, issue bonds to repair and update schools, improve safety, accessibility, vocational and extracurricular facilities?" Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Democrats and Parents provide huge margins in favor; Republicans heavily opposed

	Yes	No	Undecided	Yes Margin	Yes Margin February
Democrats (reg.)	76%	15%	9%	+61	+31
NAV/Other (reg.)	39%	37%	23%	+2	+13
Republicans (reg.)	20%	75%	7%	-55	-47
Current Parent	71%	8%	21%	+63	+20
Previous/Future Parent	48%	39%	13%	+9	+5
Non-Parent	29%	50%	22%	-21	-12
Fairview	58%	37%	7%	+21	+18
Gresham	58%	26%	15%	+32	-5
Portland	53%	29%	18%	+24	+17
Troutdale	31%	55%	13%	-24	-2
TOTAL	**49%**	**37%**	**14%**	**+12**	**+5**

q4. There may be a bond measure placed on the November 2026 general election ballot. It would read: "Bonds updating schools, accessibility, safety, security, vocational and extracurricular facilities. Shall district maintain average bond rate, issue bonds to repair and update schools, improve safety, accessibility, vocational and extracurricular facilities?" Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

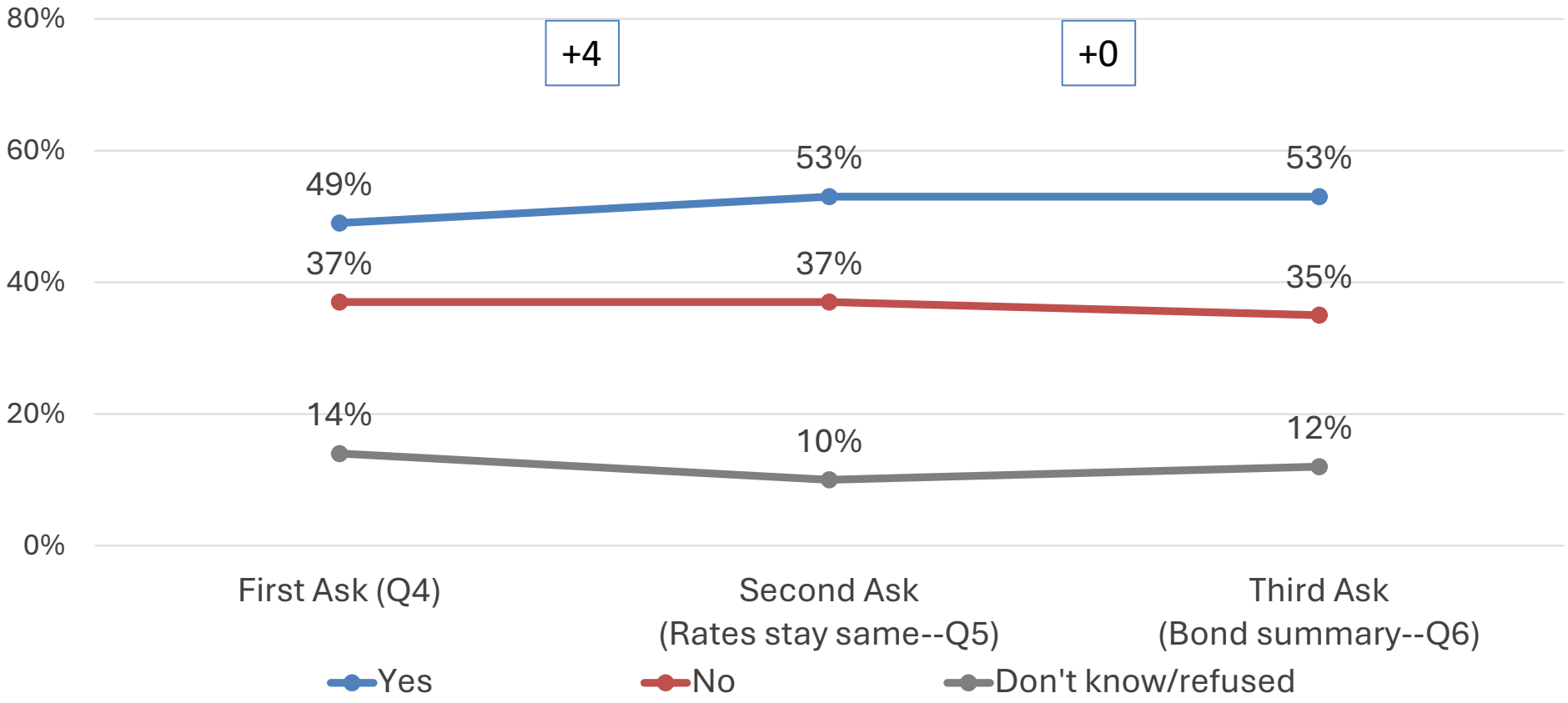
Slight increase in support after being told this is not a tax rate increase



Where the "yes" vote increases the most after more information	
NAVs, College+	+7
NAV, women	+7
College+, over age 50	+7
Nonparents	+7
TOTAL	**+4**

q5. The bond we just discussed replaces other bonds that are about to be paid off. As a result, property tax rates for the Reynolds School District would continue at the same rate and not increase. Having heard this, if the election were held today, would you vote yes or no on this bond measure?

Support holds steady after reading a summary of bond projects

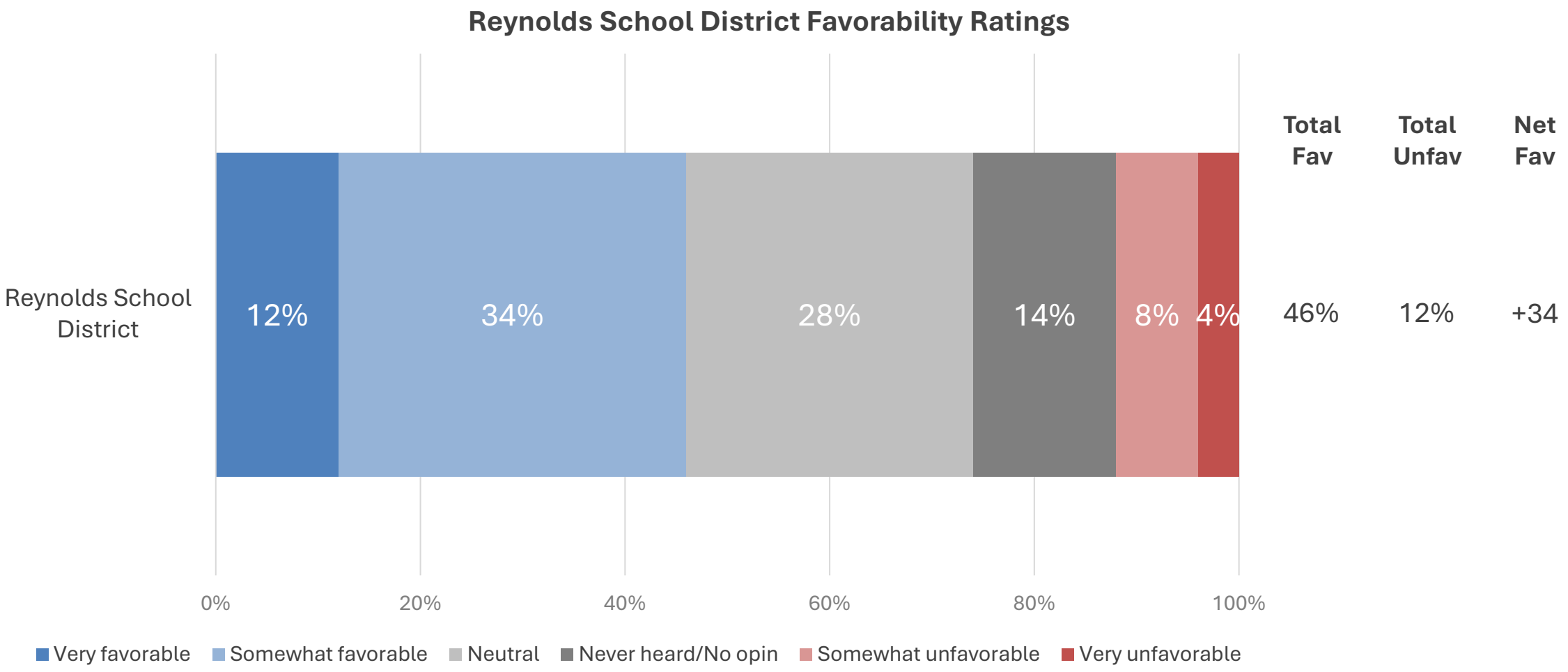


q6. Community volunteers and the school district designed this bond so it can reach as many students as possible, raising $144 million dollars for needed repairs and improvements without raising tax rates. It replaces the district's smallest, most overcrowded and outdated elementary school, which currently holds 400 students but has only one student bathroom, with an up-to-date building that maximizes student learning. It improves safety and security, funds critical repair work to aging roofs and siding, improvements or replacement of outdated H-VAC systems, adds a homefield for the high school and addresses accessibility so every person in the district—student, staff, or adult can have equal access to our community's buildings. Having heard this, if the election were held today, would you vote yes or no on this bond measure?



Messaging

Reynolds School District is a popular institution among those who can weigh in



q7. Do you have a very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable opinion of the Reynolds School District? If you have never heard of the Reynolds School District, or don't know enough about them to have an impression, you can tell me that, too, and we will move on.

Perception of education quality and trust in how the district spends tax dollars improved marginally; facility condition and household finance views deteriorated

	January	August	Change
Facility Condition			
Positive	30%	25%	**-5**
Negative	53%	59%	**+6**
Education Quality			
Positive	41%	42%	**+1**
Negative	46%	40%	**-6**
Trust Spending Tax $			
Yes	33%	38%	**+5**
No	45%	34%	**-11**
Household Finances			
Positive	51%	39%	**-12**
Negative	42%	49%	**+7**

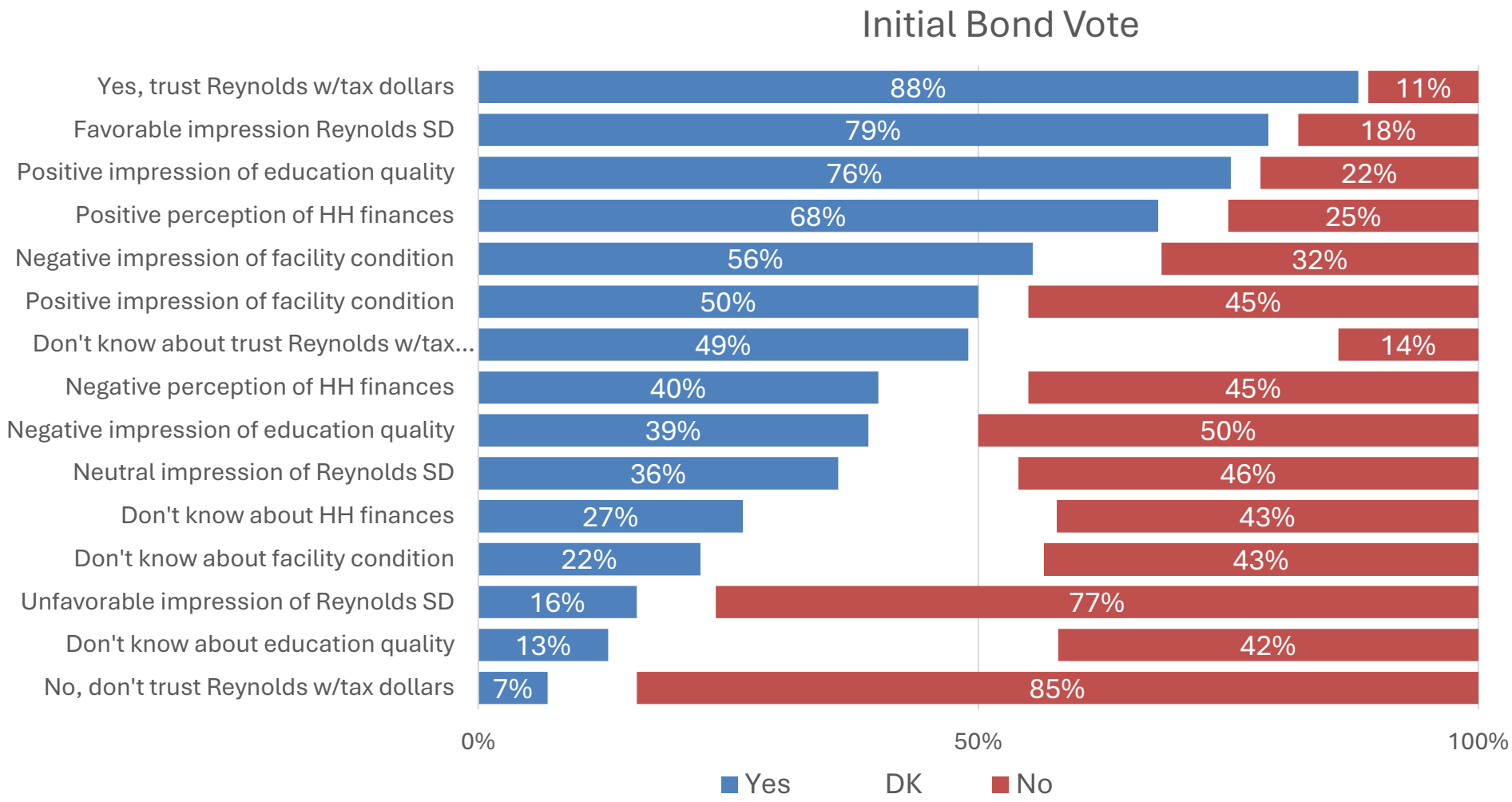
q3. Do you think Reynolds School District facilities are in excellent physical condition, good condition, fair condition, or are they in poor physical condition?

q8. Based on what you know or have heard, what overall rating would you give the quality of education provided by the Reynolds School District—would you say it is excellent, good, fair or poor?

q9. Do you trust that the Reynolds School District is spending tax dollars as intended?

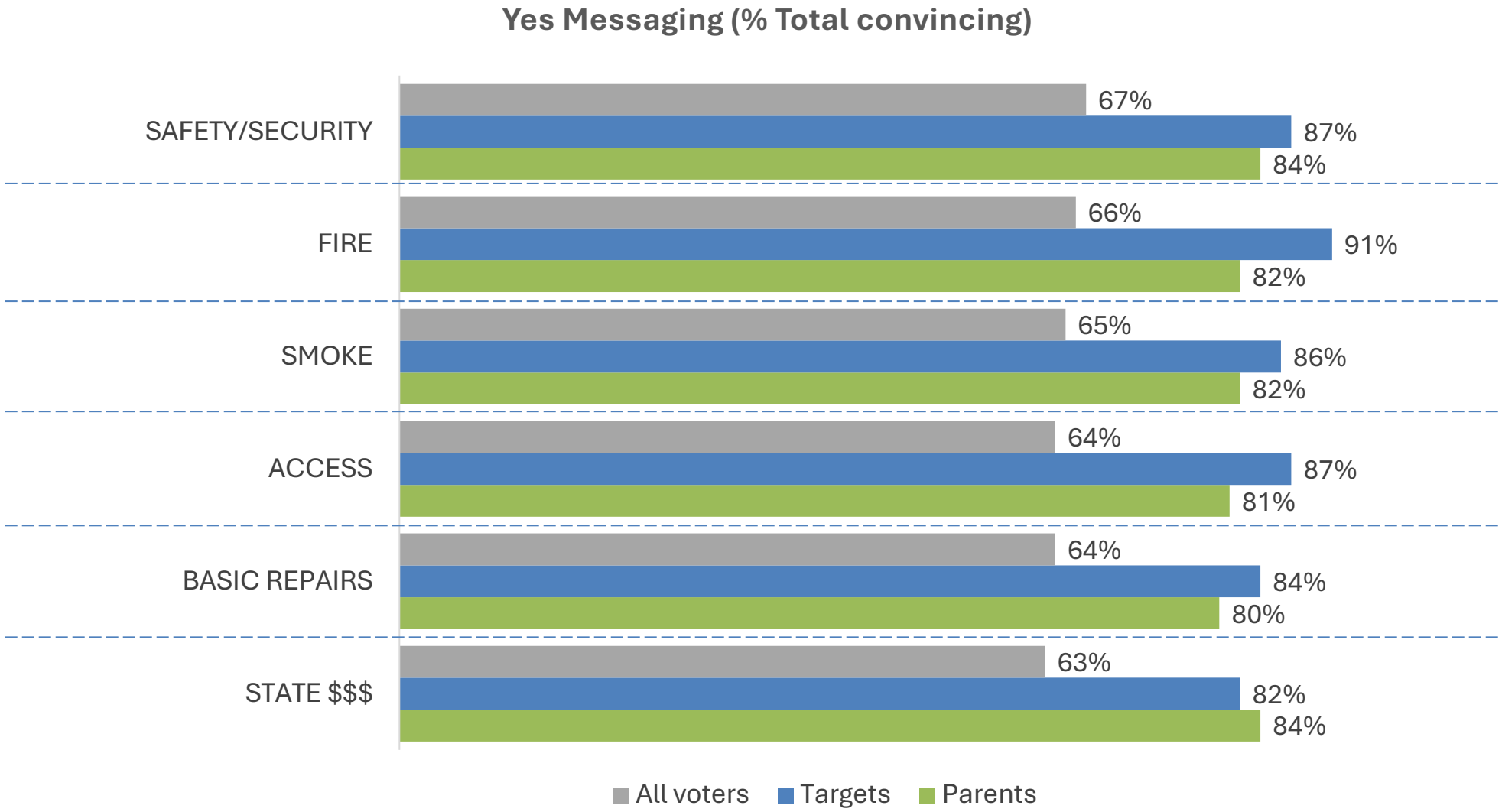
q10. How would you rate your household's financial situation today?

Trust in how the district spends tax dollars is the measure that is mostly likely to predict vote choice in November



q3. Do you think Reynolds School District facilities are in excellent physical condition, good condition, fair condition, or are they in poor physical condition?
q7. Do you have a very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable opinion of the Reynolds School District?
q8. Based on what you know or have heard, what overall rating would you give the quality of education provided by the Reynolds School District—would you say it is excellent, good, fair or poor?
q9. Do you trust that the Reynolds School District is spending tax dollars as intended?
q10. How would you rate your household's financial situation today?

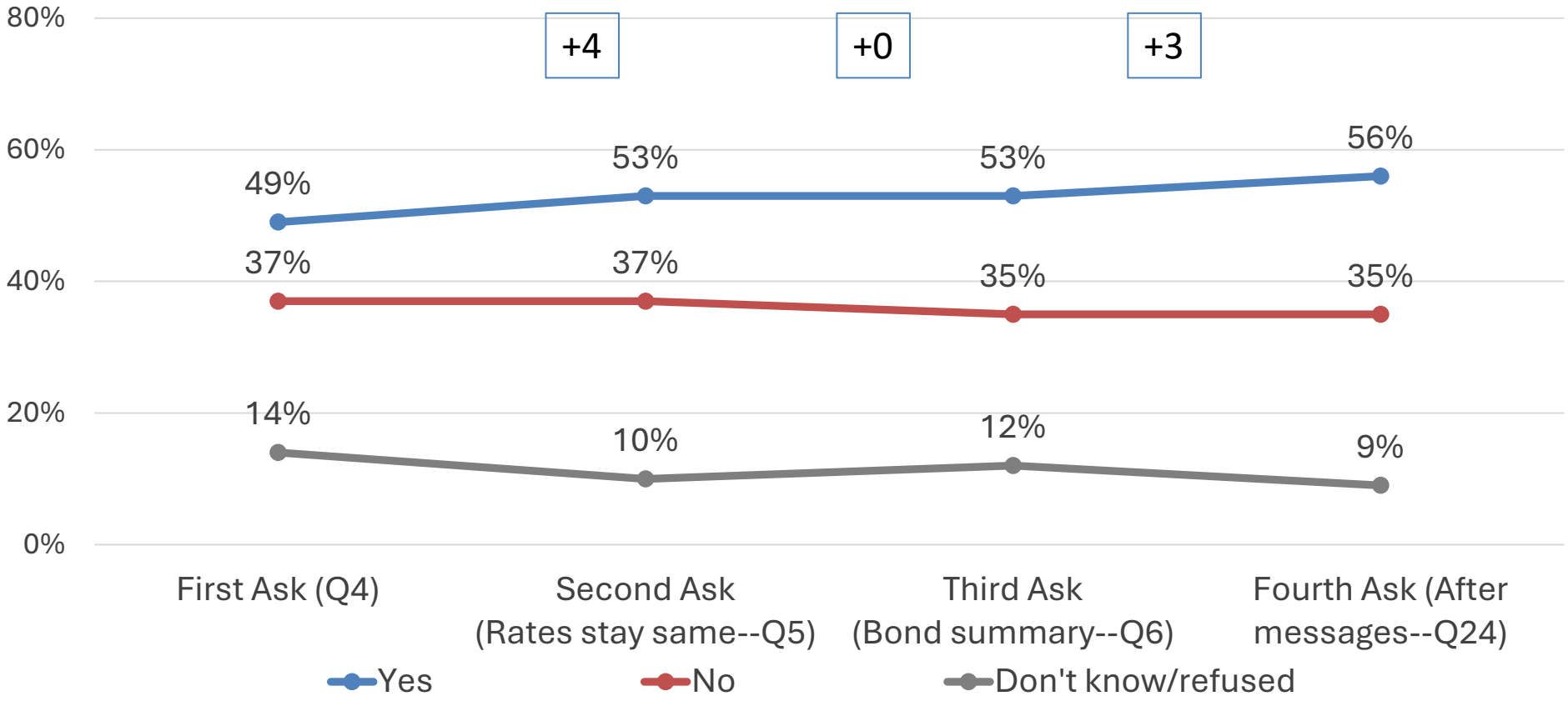
Top tier messaging among targets and parents focuses on making clear the bond is a good bang for the buck, maintaining tax rates and receiving state matching funds to address things like ADA accessibility, fire safety and air quality



	% Very convincing		
	All voters	Targets	Parents
SAFETY/SECURITY	27%	34%	35%
FIRE	34%	42%	41%
SMOKE	30%	39%	40%
ACCESS	34%	42%	43%
BASIC REPAIRS	29%	34%	40%
STATE $$$	36%	49%	51%

I'm now going to read you several statements people have made as a reason to consider supporting a potential bond for the Reynolds School District. After each, please tell me whether you find that statement a very convincing reason to support this potential bond measure, somewhat convincing, not too convincing or not convincing at all. If you aren't sure, you can tell me that, too, and we will move on.

Support increases by a measurable amount over the course of the study



Where the "yes" vote increases the most after more information	
NAVs	+12
Gen X	+11
Renters	+11
Under 50, no college	+11
TOTAL	**+7**

q24. Sometimes over the course of a survey people change their minds. Let me ask you one more time: the Reynolds School District may place a bond measure on the ballot this coming November which could read: "Bonds to increase safety, security; repair, construct schools; increase accessibility. Shall District maintain its existing bond rate and issue bonds to increase safety, repair, replace aging schools and increase accessibility?" Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Key findings and recommendations:

- Support for the bond has increased measurably since January. While still below 50+1 (49% yes).
- Support continues to go up after voters learn this is not a tax rate increase and inches even higher after messaging.
- Perceptions of education quality and how the district spends taxpayer dollars have also increased since January. Views of facility condition and personal finances have gone down.
- The district is a popular local institution among those who feel qualified enough to offer their opinion.
- The district has an embarrassment of reaches when it comes to educational messaging it can deploy. Every message tested is seen as compelling by six in 10 or more voters.
- Messaging should frame the bond as a good bang for voters' buck, maintaining tax rates while qualifying the district to receive state matching funds to address things like ADA accessibility, fire safety and air quality.

Reynolds School District



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

Welcome Back!

2026-27

Reynolds School Board



Michael Reyes
Chair



Joyce Rosenau
Vice Chair



Donell Morgan



Ana Gonzalez Muñoz



Giovanni Vaz



Patty Carrera



Francisco Ibarra

The Basics

Pay people on time and accurately.

Respond promptly when asked for help or information.

Treat everyone with respect, dignity and humanity.

Seek input whenever possible.

Set the example of what effective communication looks like.

Make sure the trash is picked up, and buildings are cleaned.

Fix things that are broken.

Feed kids nutritious and tasty meals.

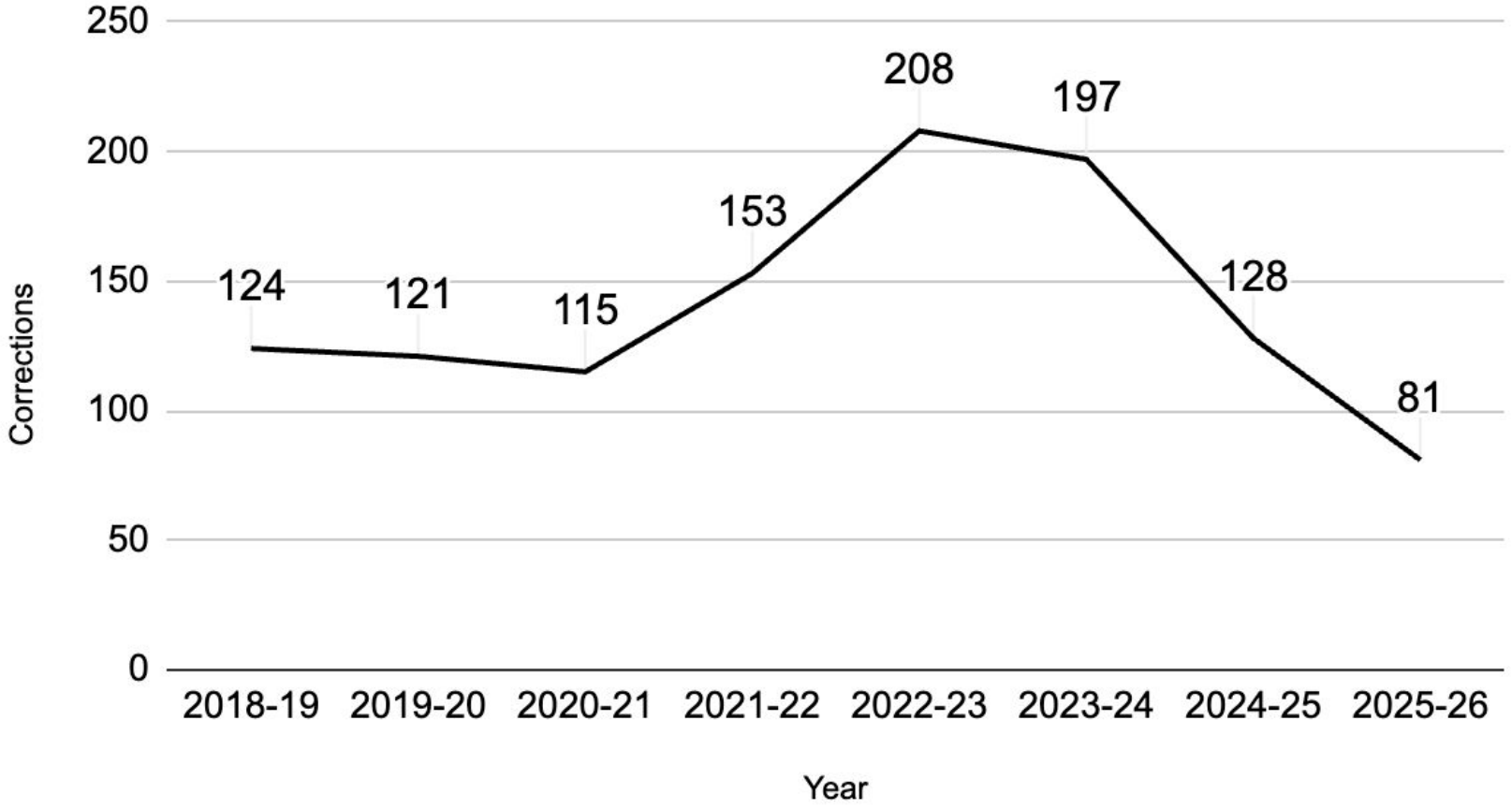
Demand equitable access and fair treatment of all students, staff & community members.

Get kids to and from school and activities safely and on time.

Provide the direction ***and*** the support to achieve our goals.

Reynolds School District

Overall Trend of Payroll Corrections Issued



Tuition Reimbursement Completions

2024-2025	2025-2026
Completed Within 5 Days: **128** Not Completed Within 5 Days: 62 Completion Rate Within 5 Days: **67%**	Completed Within 5 Days: **306** Not Completed Within 5 Days: 87 Completion Rate Within 5 Days: **78%**

Work Orders

	Total Number of Work Orders	Work Orders Open more than 90 Days	% Open more than 90 Days
September ‘24 to February ‘25	1541	689	45%
September ‘25 to February ‘26	1785	561	31%

Reynolds School District

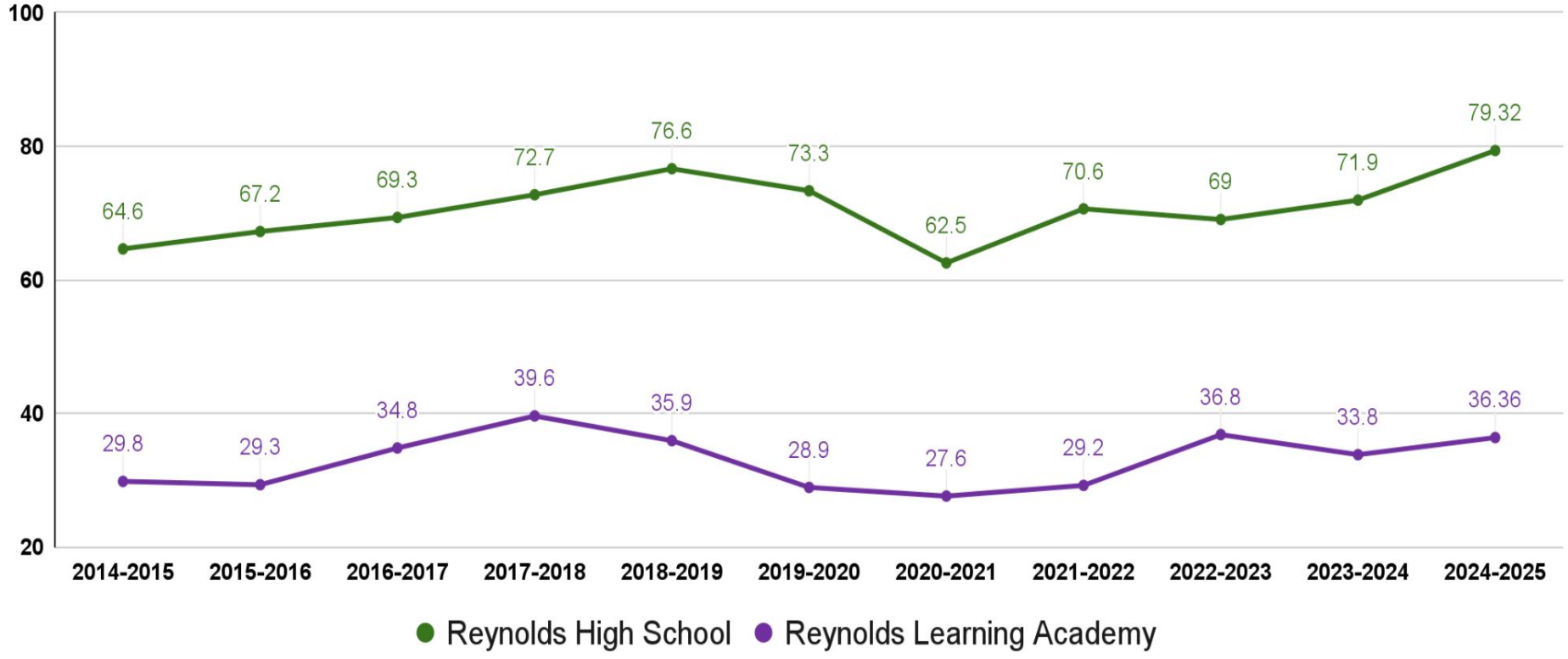
Reading

All Students	SY 25-26			Change Fall to Spring
	Fall	Winter	Spring	
Kindergarten	26%	40%	48%	+ 22
1st Grade	28%	32%	35%	+ 7
2nd Grade	50%	49%	50%	-
3rd Grade	42%	42%	42%	-
4th Grade	42%	39%	41%	- 1
5th Grade	40%	37%	40%	-
6th Grade	36%	41%	42%	+ 6
7th Grade	35%	41%	40%	+ 5
8th Grade	40%	44%	44%	+ 4

Math

All Students	SY 25-26			Change Fall to Spring
	Fall	Winter	Spring	
Kindergarten	-	26%	45%	+ 19
1st Grade	3%	12%	25%	+ 22
2nd Grade	4%	11%	23%	+ 19
3rd Grade	3%	10%	19%	+ 16
4th Grade	7%	12%	19%	+ 12
5th Grade	8%	12%	22%	+ 14
6th Grade	32%	39%	39%	+ 7
7th Grade	32%	40%	39%	+ 7
8th Grade	33%	40%	43%	+ 10

4-Year Cohort Graduation Trend: 2015-2025



Reynolds School District

26-27 Hot Topics





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

District Budget

26-27: Second year of the biennium.

-Full school year, no furlough days.

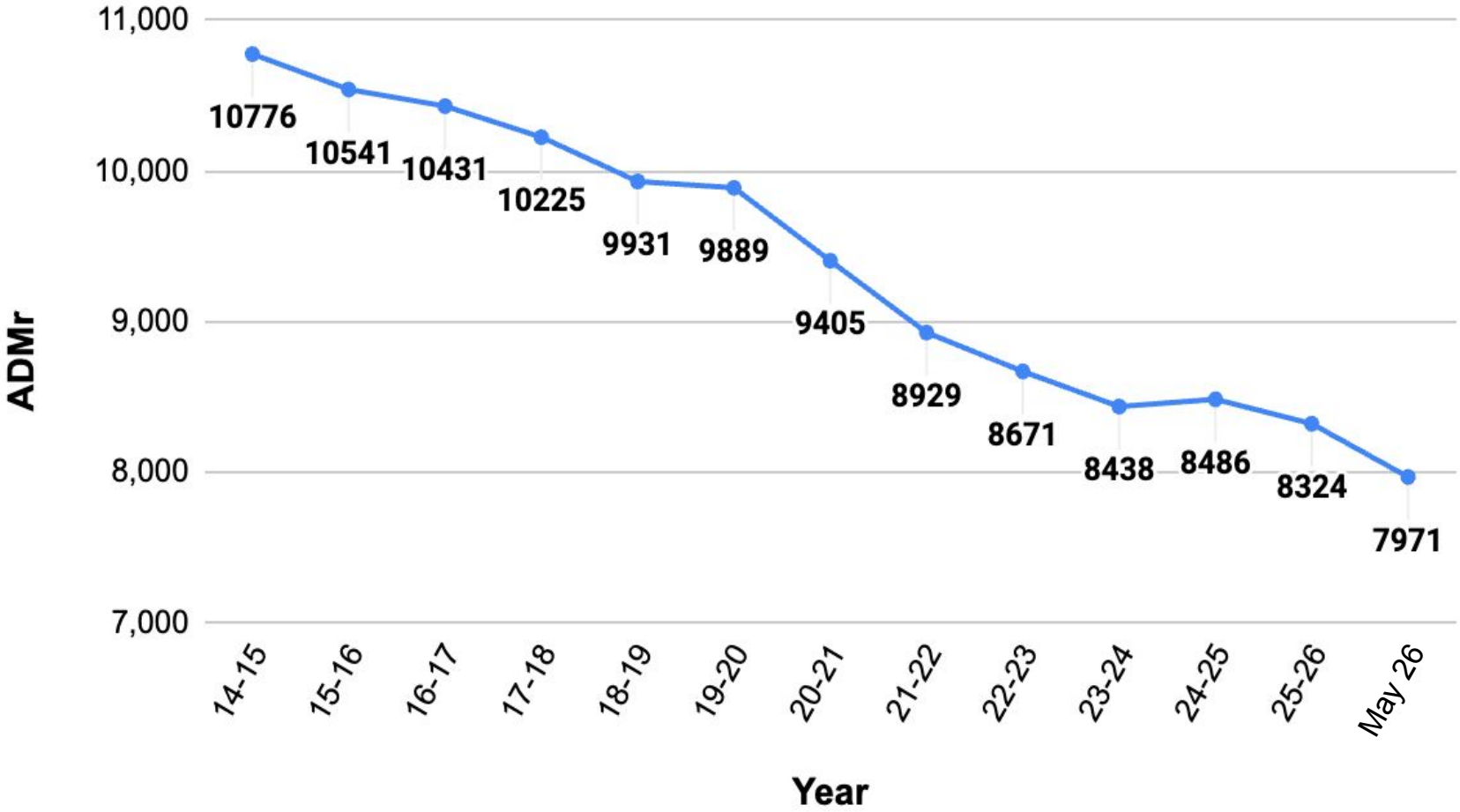
-Reductions were made across the district.

27-29 SSF: Unknown.

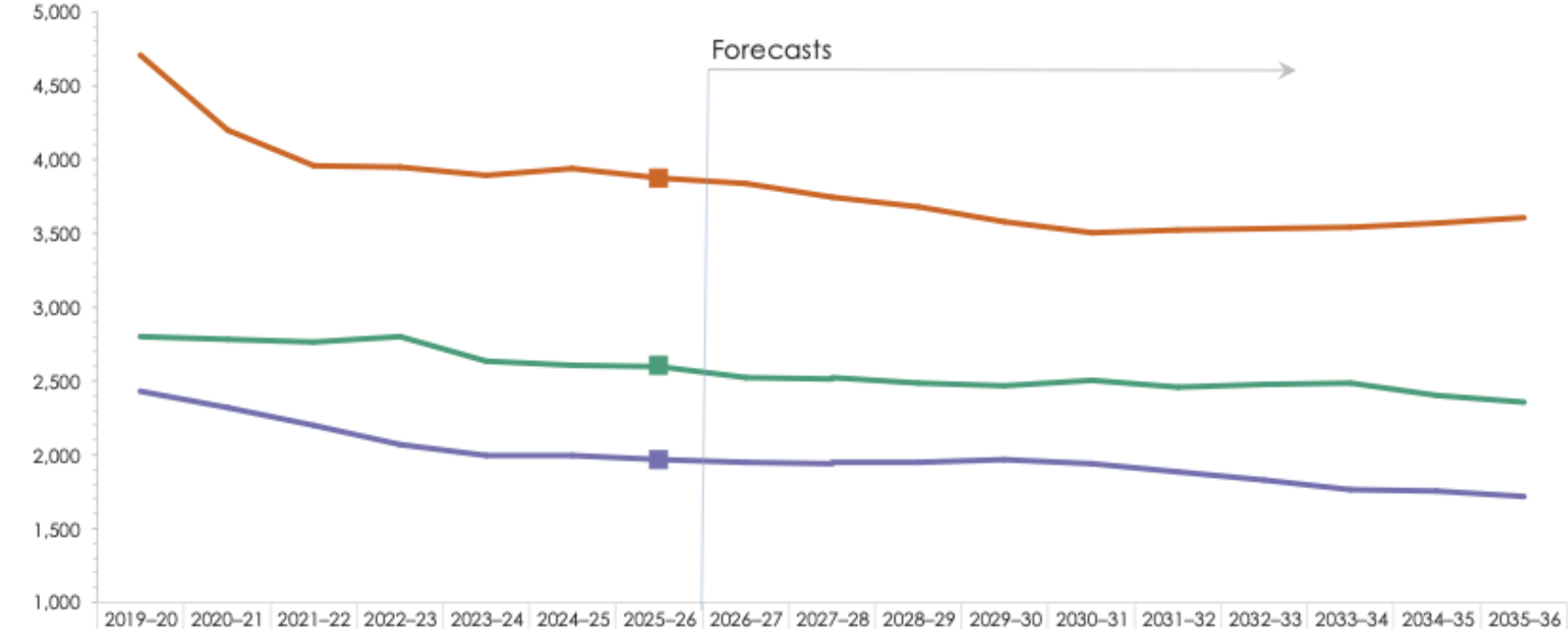
-Last year of Intensive Coaching grant.

Reynolds School District

Enrollment (Non-Charter)



Grade Group Forecasts



	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K–5	4,703	4,202	3,954	3,944	3,889	3,940	3,873	3,835	3,744	3,680	3,582	3,506	3,524	3,527	3,539	3,566	3,610
6–8	2,428	2,315	2,197	2,072	1,994	1,994	1,964	1,953	1,947	1,947	1,965	1,941	1,883	1,825	1,761	1,751	1,717
9–12	2,803	2,783	2,764	2,801	2,632	2,604	2,597	2,526	2,525	2,482	2,466	2,505	2,461	2,474	2,490	2,399	2,356

Strategies

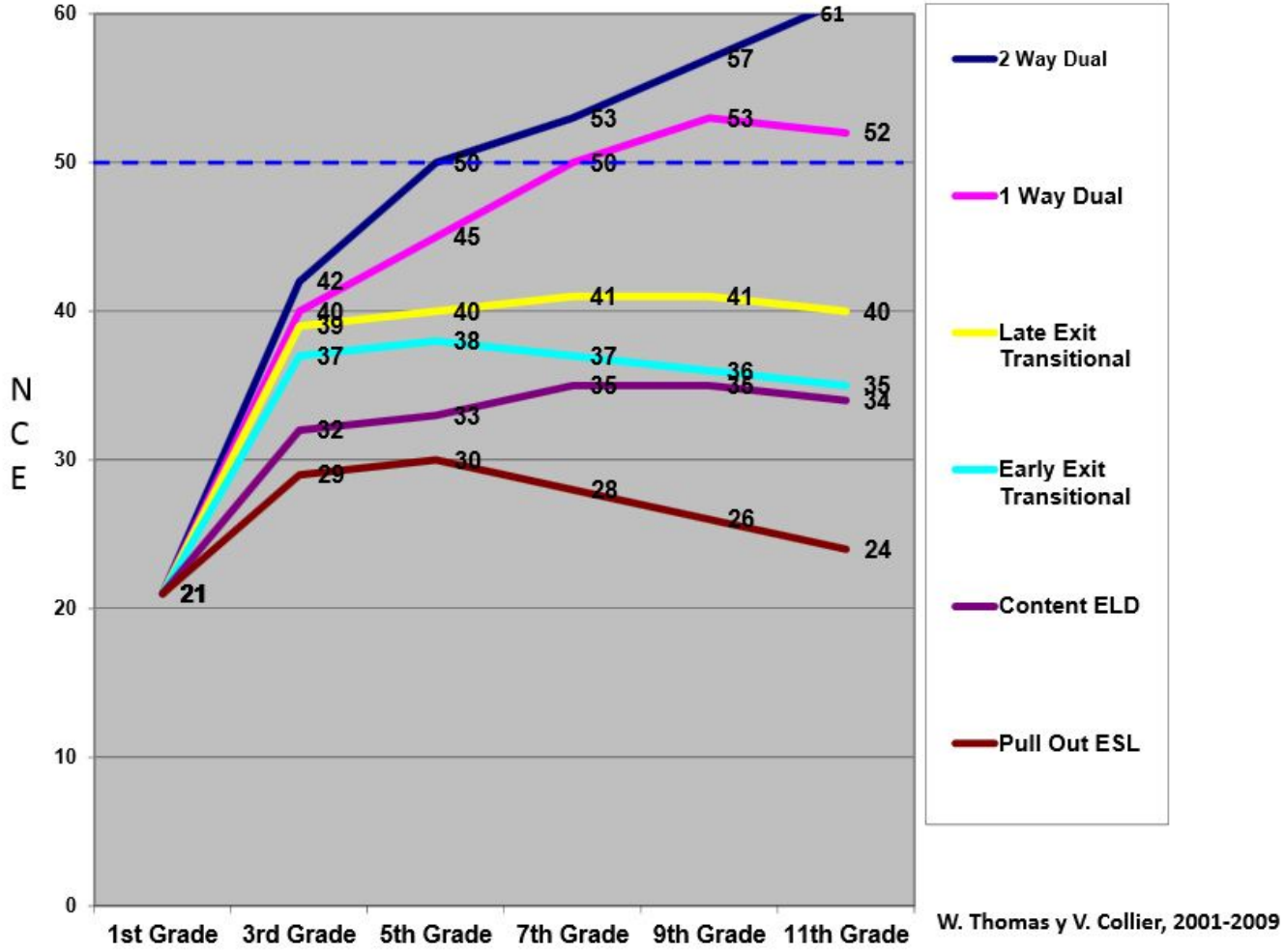
- Preschool
- Dual Language Immersion (Alder, Davis, Hartley, RMS)
- CTE Expansion and Enhancement
- Facilities Bond
- Maximize efficiencies and spending
- Tell our story at the state level
- Find ways to collaborate with our labor partners, electeds, & community organizations
- Keep the focus on our students

Preschools

- Alder: Montessori (AME); Ready, Set, Go!
- Davis: CAIRO
- Fairview: Ready, Set, Go!
- Glenfair: Juntos Aprendemos
- Hartley: Montessori (AME)
- Margaret Scott: Ready, Set, Go!
- RLA: Early Childhood Head Start
- Salish: MESD Early Childhood SpEd
- Sweetbriar: MESD Early Childhood SpEd; Ready, Set, Go! (Jan ‘27)
- Troutdale: Cairo
- Wilkes: AYCO

Reynolds School District

English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

37 Bilingual Programs in Oregon

Beaverton SD
Bend-La Pine SD
Canby SD
Central Point SD
Central SD
Corvallis SD
David Douglas SD
Eagle Point SD
Eugene SD
Forest Grove SD
Greater Albany Public SD
Gresham-Barlow SD
Hillsboro SD
Hood River County SD
Jefferson County SD
Lake Oswego SD
Medford SD
Milton-Freewater Unified SD
Molalla River SD
Newberg SD
North Clackamas SD
North Wasco County SD
Nyssa SD
Oregon City SD
Phoenix-Talent SD
Pilot Rock SD
Portland SD
Redmond SD
Reynolds SD
Salem-Keizer SD
Sherwood SD
Springfield SD
Tigard-Tualatin SD
Tillamook SD
Umatilla SD
West Linn-Wilsonville SD
Woodburn SD

Reynolds School District

Oregon CTE concentrators graduation rate: 97.8%

- 15.8 percentage points higher than the statewide average

Reynolds School District



Questions



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Reynolds School District

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

To:	Board of Directors
From:	Frank Caropelo, Superintendent
Subject:	**Adjournment of Meeting**
Type:	☐ Action Item ☑ Report / Presentation
Policy:	BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings
Date:	September 9, 2026

Summary / Background:
The Board Chair will adjourn the meeting.

Previous Board Action:
Not Applicable

Financial Implications:
Not Applicable

Motion:
Not Applicable