

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

September 23, 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 September 23, 2026 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	6:10p - Oath of Office	7
IV.	6:15p - Recognition	8
	A. Resolution 2026-2027-003: National School Lunch Week	9
	B. Resolution 2026-2027-004: Indigenous Peoples' Day	10
	C. Resolution 2026-2027-005: National Bullying Prevention Month	11
	D. Resolution 2026-2027-006: National Principals Month	12
	E. Resolution 2026-2027-007: National School Custodian Recognition Day	13
	F. Resolution 2026-2027-008: National Coming Out Day	14
V.	6:25p - Public to be Heard	15
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	6:40p - Bargaining Group Updates	16
VII.	6:50p - Presentation to the Board	
	A. Integrated Programs Annual Report	17
VIII.	7:00p - Superintendent's Reports	25
	A. Announcements/Reports	
	B. Financial Report	26
	C. Enrollment Report	27

IX.	7:15p - Consent Agenda	29
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	30
	C. Superintendent 2026-27 Evaluation and Goals	34
	D. Calendar for the 2027-28 Budget Development	39
	E. RHS Speech and Debate Field Trip to Rockaway Beach, Oregon	41
	F. RLA Engineering / Robotics Trip to Beverly Beach State Park	48
	G. Adoption of Resolutions 2026-2027 -003 to -008	51
X.	7:20p - Action Items	
	A. Policy KNA: Immigration Enforcement on District Property	52
XI.	7:25p - Board Announcements and Discussion	57
	A. Bond Update	
	B. Individual Announcements and Reports	
	C. Upcoming Board Meetings	
XII.	7:40p - Adjourn	58

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Executive Session

Type: ☐ Action Item ☒ Report / Presentation

Policy: BDC: Executive Session

Date: September 23, 2026

Summary / Background:

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.

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: September 23, 2026

Call to Order

Roll Call:

Position 1: Donell Morgan

Position 2: Vice Chair Joyce Rosenau

Position 3: Chair Michael Reyes

Position 4: Giovanni Vaz

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 September 23, 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: Oath of Office

Type: ☐ Action Item ☒ Report / Presentation

Policy: BBBB: Board Member Oath of Office

Date: September 23, 2026

Summary / Background:

Positions 1 and 4 were declared vacant on July 1, 2026. The Board conducted interviews and appointed Donell Morgan to position 1 and Giovanni Vaz to position 4. These terms will end June 30, 2027.

According to policy BBBB: Board Member Oath of Office, Board members must take the Oath of Office before assuming their duties.

Oath of Office:

I, (name of Board Electee or Appointee), having been duly elected a member of the School Board of Reynolds School District #7, Multnomah County, Oregon, do solemnly swear that I will support the Constitution of the United States and of the State of Oregon, and the policies of the Reynolds School District. During my term I will faithfully and impartially discharge the responsibilities of the office of Reynolds School District board member to the best of my ability, [so help me God].

Previous Board Action:

Not Applicable

Financial Implications:

Not Application

Motion:

Not Applicable

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Recognition

Type: ☐ Action Item ☒ Report / Presentation

Policy: KAA: Community Relations

Date: September 23, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

- Resolution 2026-2027-003: National School Lunch Week
- Resolution 2026-2027-004: Indigenous Peoples' Day
- Resolution 2026-2027-005: National Bullying Prevention Month
- Resolution 2026-2027-006: National Principals Month
- Resolution 2026-2027-007: National School Custodian Recognition Day
- Resolution 2026-2027-008: National Coming Out Day

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable



Resolution 2026-2027-003

Proclaiming the Celebration of National School Lunch Week

WHEREAS, access to wholesome, nourishing food is a fundamental human right essential to human dignity, emotional well-being, and the full physical and cognitive development of every child;

WHEREAS, the National School Lunch Program is now the largest federal child nutrition program serving 30 million students nationwide;

WHEREAS, the National School Lunch Program is dedicated to the health and well-being of our nation's children and has served our country for more than 60 years through advanced practices and nutrition education;

WHEREAS, the nutrition staff across the Reynolds School District serve approximately 3,000 breakfasts and 5,000 lunches each day;

WHEREAS, every Reynolds School District student enrolled in our schools receive breakfast and lunch at no cost under the Community Eligibility Provision meal service through the National School Lunch Program;

WHEREAS, the Reynolds School District celebrates and recognizes events and activities promoting the physical, social, and emotional benefits of the National School Lunch Program;

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District publicly thanks the Nutrition Services staff and the staff at each school for providing an excellent School Nutrition program for our school district.

BE IT FURTHER RESOLVED that Reynolds School District Board of Education proclaims the district will celebrate National School Lunch Week from October 12-16, 2026.

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2026-2027-004

Proclaiming the Second Monday of October as Indigenous Peoples' Day

WHEREAS, the Reynolds School Board of Education recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied, stewarded, and protected these lands since time immemorial; and

WHEREAS, the Board values the daily contributions made to our community through Indigenous Peoples' knowledge, labor, technology, science, philosophy, arts, and the deep cultural contribution that has substantially shaped our district; and

WHEREAS, the Board recognizes the fact that the Reynolds School District is built upon ancestral homelands, historic villages, and traditional use areas of the Multnomah and Clackamas Chinookan of this region, without whom the past, present, and future of this District would not be possible; and

WHEREAS, the District promotes closing the opportunity gap for Indigenous Peoples and eliminating the racial achievement gap and disproportionality in all aspects of education; and

WHEREAS, the Oregon American Indian/Alaska Native State Plan mandates that the public schools of our District teach about the native history, culture, contemporary lives, and governments of the Indigenous peoples of the Americas, with special emphasis on those from Oregon and across the Pacific Northwest; and

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims the second Monday of October, as Indigenous Peoples' Day. The District shall encourage staff to utilize the second Monday in October to reflect upon the ongoing struggles of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere.

The ongoing struggles and achievement of Indigenous Peoples contribute profoundly to the culture and community of the District. The District acknowledges the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2026-2027-005

Proclaiming the Celebration of National Bullying Prevention Month

WHEREAS, National Bullying Prevention month is a campaign in the United States founded in 2006 by PACER's National Bullying Prevention Center. The campaign is held during the month of October and unites communities nationwide to educate and raise awareness of bullying prevention; and

WHEREAS, bullying directly impacts a student's safety, mental well-being, and ability to learn. Bullying often results in school avoidance, decreased academic engagement, and diminished self-esteem, self-confidence, and self-worth; and

WHEREAS, various researchers have concluded that bullying is the most common form of violence, affecting millions of children and adolescents annually; and

WHEREAS, bullying is a community wide issue that must no longer be ignored or thought of as a rite of passage. Students, families, caregivers, educators, and community partners all have a role in addressing root causes, advancing restorative practices, and transforming school culture; and

WHEREAS, Reynolds School District, through its Every Student Belongs policy, is committed to creating a high quality educational experience for all students free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin;

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board recognizes the month of October as National Bullying Prevention Month.

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2026-2027-006

Proclaiming the Celebration of National Principals Month

WHEREAS, the Reynolds School Board will declare the month of October 2026 as "National Principals Month";

WHEREAS, the vision, dedication, and leadership of principals provide the essential foundation behind systemic educational equity, continuous school improvement, and community resilience;

WHEREAS, principals are expected to serve as educational visionaries, instructional leaders, assessment experts, models of positive behavior, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource;

WHEREAS, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, set performance goals and objectives for schools to achieve educational excellence,;

WHEREAS, the Reynolds School Board honors such exemplary elementary, middle, and high school leaders committed to serving students from prekindergarten to grade 12 and beyond;

WHEREAS, to honor and recognize the contribution of all school principals to the success of students in Oregon elementary and secondary schools, and to encourage residents of Oregon to observe "National Principals Month" with appropriate ceremonies and activities that promote awareness of school principals' role in ensuring that every child has access to a high-quality education.

NOW, THEREFORE, BE IT RESOLVED that the month of October 2025 is hereby designated in Oregon to be "National Principals Month."

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2026-2027-007

Proclaiming the Celebration of National School Custodian Appreciation Day

WHEREAS, custodians are essential frontline educational support professionals showing examples of positive adult behavior, fostering positive relationships with staff and students, and showing a friendly, smiling face to light up a students' day;

WHEREAS, custodians are critical guardians of school safety and well-being serving as the "eyes and ears" on the school campus, often the first person making the rounds, inside and outside the building, aware of anything or anyone out of the ordinary, assuring that doors are secure and that the learning environment is safe and secure;

WHEREAS, custodians protect public health and advance health equity by working tirelessly to remove dirt, dust, allergens, and other asthma triggers, thus helping to reduce the largest cause of student absenteeism in the United States;

WHEREAS, Reynolds custodians work daily to maintain, sanitize, and care for over one million square feet of shared educational spaces;

NOW, THEREFORE, BE IT RESOLVED, The Reynolds School Board publicly thanks the custodial staff for their hard work and dedication to provide a healthy and safe learning environment for the students in our school district.

BE IT FURTHER RESOLVED, the District shall celebrate National School Custodian Appreciation Day on October 2, 2026.

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk



Resolution 2026-2027-008

Proclaiming the Celebration of National Coming Out Day

WHEREAS, October 11th is recognized as National Coming Out Day, promoting a safe world for lesbian, gay, bisexual, transgender, questioning, two-spirit, intersex, and asexual (LGBTQ2SIA+) individuals and their allies to live truthfully and openly;

WHEREAS, National Coming Out Day was founded 37 years ago on the belief that honest and genuine relationships would undermine the pervasive prejudice about LGBTQ2SIA+ concerns.

WHEREAS, almost 25% of students either have an LGBTQ2SIA+ family member or identify as LGBTQ2SIA+ themselves;

WHEREAS, LGBTQ2SIA+ students who can identify an out LGBTQ2SIA+ school staff or adult ally report a dramatic increase in feeling safe overall at their school;

WHEREAS, respecting an individual's coming out journey requires active affirmation, including honoring self-identified names and pronouns, safeguarding personal privacy, prohibiting unconsented disclosure known as "outing," and ensuring supportive school environments without fear of retaliation or exclusion;

WHEREAS, tragically, youth identifying as LGBTQ2SIA+ are overrepresented in the populations of youth experiencing homelessness, peer victimization, and mental health crises, which have resulted in attempted or death by suicide;

WHEREAS, Reynolds School District, through its Every Student Belongs policy, is committed to creating educational experiences free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin;

WHEREAS, we affirm our commitment to a safe and affirming space by recognizing National Coming Out Day;

NOW, THEREFORE, BE IT RESOLVED that by recognizing October 11th as National Coming Out Day, we the Governing Board of Reynolds School District, support policies, practices and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, questioning, two-spirit, intersex, and asexual staff, students and their families.

Adopted this 23rd day of September 2026.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent / Clerk

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: September 23, 2026

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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Bargaining Group Updates

Type: ☐ Action Item ☒ Report / Presentation

Policy: BD/BDA: Board Meetings

Date: September 23, 2026

Connection to Strategic Plan Goal Topics:

☒ Marginalized Students

☒ Student and Staff Wellness

☒ Culturally Responsive Teaching

☒ 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: Kate McLaughlin, Assistant Superintendent

Subject: 25-26 Integrated Programs Annual Report

Type: ☐ Action Item ☒ Report / Presentation

Policy: KBA: Public Records

Date: September 23, 2026

Summary / Background:

The Integrated Programs Annual Review is an opportunity for RSD to reflect and learn from the previous year. Presenting the Annual Review to the Board serves as an opportunity for transparency with our community regarding implementation and progress.

School districts must place this information on their websites by September 30 annually.

Previous Board Action:

The Board approved the 2025-27 Integrated Programs application in April 2025 and acceptance of the 25-27 SIA grant in December 2025.

Financial Implications:

Not Applicable

Motion:

Not Applicable

25-26 Integrated Programs Annual Report

Annual Response Questions

AR1	As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?
	Outcome Early Literacy <i>Increase the percentage of third-grade students who meet or exceed the Acadience grade-level benchmark by 5% each year.</i> Strategies: Early Literacy 1 and 3 The district continues to maintain certified reading specialists and kindergarten educational assistants at all elementary schools. Following completion of Language Essentials for Teachers of Reading and Spelling (LETRS) training at all elementary sites, the district focused on applying that learning through continued implementation of Enhanced Core Reading Instruction (ECRI) in grades K–2 and the introduction of Advanced Foundational Skills Enhancements (AFSE) in grades 3–5 in 2025–26. Ongoing professional learning and building-based coaching support implementation of these foundational skills programs and instructional practices aligned with the science of reading. Progress toward the early literacy outcome: ● Kindergarten students meeting or exceeding benchmark increased from 26% in the fall to 48% in the spring, a gain of 22 percentage points. ● First-grade students meeting or exceeding benchmark increased from 28% in the fall to 35% in the spring, a gain of seven percentage points. ● Third-grade students meeting or exceeding the spring Acadience benchmark increased from 41% in 2024–25 to 42% in 2025–26, a one-percentage-point increase and a cumulative gain of seven percentage points from 35% in 2023–24. ● Third-grade fall benchmark results also improved across successive cohorts, increasing from approximately 35% in 2023–24 to 39% in 2024–25 and 42% in 2025–26, indicating that more students are entering third grade meeting benchmark expectations. Although third-grade growth remained below the annual target, stronger fall benchmark results across successive cohorts and gains in kindergarten and first grade provide encouraging indicators of progress toward the district’s early literacy outcome. Continued

implementation monitoring, coaching, and targeted instructional support remain priorities to sustain early gains and accelerate progress in grades where growth remains limited.

Outcome A

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices. Strategy: A2

The district continues to expand Career and Technical Education (CTE) opportunities. At Reynolds High School, the cosmetology program is entering its third year, and a new dental occupations program opened this fall. RHS is also on track to reopen Raider Trader, its school store, this fall, providing hands-on experience for business and marketing students who will operate and manage the store. This year, RHS is implementing a CTE wheel for incoming freshmen, expanding access to nine-week exploratory courses that allow students to explore a broader range of career pathways before selecting a program of study to complete. At Reynolds Learning Academy, a new Natural Resources CTE Program of Study further broadens students' options. Together, these opportunities expand access to career-focused instruction, technical skill development, and preparation for postsecondary education and employment.

The expansion of Dual Language Immersion from grades K–5 to K–8 also provides greater continuity in language development and honors the linguistic and cultural strengths of students and families. The program has expanded from 143 students at two sites last year to 329 students at four sites this year, an increase of 186 students, or approximately 130%. Elementary participation grew from 143 to 189 students, an increase of 46 students, with continued programming at Alder, expansion through first grade at Davis, and the addition of kindergarten at Hartley. The program also expanded to the secondary level, serving 140 students in grades 6–7 at Reynolds Middle School.

Program toward Outcome A:

- Ninth-grade on-track rate in 2024–25: 77%
- RHS four-year graduation rate in 2024–25: 71.9%
- DLI Enrollment from 25-26 to 26-27: Increase from 143 to 349 students

Outcome B

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. Strategies: B1 and B2

Elementary principals and assistant principals participated in yearlong professional learning focused on language development and support for multilingual students. Collaboration and planning time provided opportunities for English Language Development

specialists and general education teachers to review student needs and align instruction. Site visits at all schools supported calibration of Title III services, while the elementary language block complemented board-adopted curricula and integrated language-development supports into the instructional day.

All principals participated in Center for Educational Leadership (CEL) training focused on developing a shared understanding of effective instruction and consistent feedback to support instructional improvement.

ECRI and AFSE training and building-based coaching continued to support foundational literacy instruction. Expanded professional learning for classified staff also supported academic and behavioral practices. Together, these efforts support the staff capacity and instructional consistency needed to advance student outcomes.

Outcome C

We will interrupt bias and microaggressions in instructional practices. **Strategies:** C1 and C2

Instructional staffing supports access to core instruction and targeted foundational literacy support. Reading benchmark results increased by four to six percentage points across grades six through eight, providing evidence of progress while reinforcing the need for continued support for students below benchmark.

All elementary principals engaged in collaborative work focused on student belonging and developed aligned Positive Behavioral Interventions and Supports (PBIS) posters centered on three shared expectations:

- We care for ourselves.
- We care for others.
- We care for our schools.

These consistent expectations support students as they move between schools and connect with the district's curriculum. Building on this work, the district is rolling out aligned social-emotional learning lessons during 2026–27 to further support belonging. This provides a shared foundation for inclusive practices.

All schools also maintain media specialists to support access to diverse resources and media-literacy instruction.

Overall, implementation is strengthening instructional systems, expanding access to programs, and supporting student belonging. Continued review of LPGTs and Local Optional Metrics, including results by student group, will guide adjustments where progress remains limited.

AR2	Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?
	Financial constraints remain an overarching barrier to implementation. The district is addressing a budget shortfall of more than \$21 million following a \$25 million shortfall the previous year, limiting staffing, professional learning, and resources available for systemwide improvement. Developing and consistently implementing a districtwide Multi-Tiered System of Supports (MTSS) requires dedicated staff time and sustained attention. While schools are working to address students' academic, behavioral, and social-emotional needs, competing responsibilities and limited staff capacity make it challenging to dedicate the time needed to establish a consistent system across schools. The central barrier is ensuring that staff have the time and capacity to carry this work forward consistently across schools. A common and affordable assessment system for progress monitoring that serves both Dual Language Immersion and English-only classrooms remains another challenge. This progress monitoring tool is needed for a healthy and robust MTSS system. While continuing to seek an appropriate assessment system, the district is developing tools aligned with its board-adopted curriculum. The district's focus is on establishing sustainable assessment practices and creating the time and conditions necessary for consistent MTSS implementation within available resources. This work is essential to strengthening equitable instructional decision-making and advancing literacy, language-development, and student-achievement outcomes.

25-26 Integrated Programs Annual Report

Progress Monitoring

Marker Identifier	Progress Marker	2025-26 Q2 Progress (1/1/26-2/15/26)	25-26 Q4/Annual Progress (7/1/26-9/30/26)
Start to See: Early signs of progress (3-6 months)			
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	Medium
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	Medium
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	High	Medium
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	High	High
Gaining Traction: Intermediate Changes (6-18 months)			
PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Medium	High

PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	High	Medium
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	Low
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	Medium
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	High	Medium
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	Medium
Profound Progress: Substantial and Significant Changes (18 months+)			
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support	High	High

	students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.		
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	Medium
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Medium	Medium
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	Low
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Meidum	Medium

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Superintendent's Report

Type: ☐ Action Item ☒ Report / Presentation

Policy: BD/BDA: Board Meetings

Date: September 23, 2026

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 2026–2027 Financial Summary by Object and Function										
For the Period Ending August 31, 2026										
	1	2	3	4	5	6	7	8	9	
RESOURCES	2023–2024 Actual	2024–2025 Actual	2025–2026 Unaudited	2026–2027 Adopted Budget	2026–2027 YTD Actuals	% of Budget	Add: Revenue Projections	2026–2027 Forecasted Balance	Budget to Forecast Variance Fav / (Unfav)	
Operating Revenues										
State School Fund	\$ 102,950,821	\$ 108,665,252	\$ 114,954,046	\$ 117,459,738	\$ 29,435,426	25.1%	\$ 88,024,312	\$ 117,459,738	\$ -	
Other State School Fund	33,875,384	35,118,961	36,857,021	38,113,025		0.0%	\$ 38,113,025	38,113,025	-	
State School Fund Formula	136,826,205	143,784,213	151,811,067	155,572,763	29,435,426	18.9%	126,137,337	155,572,763	-	
Local Sources	3,048,772	4,252,103	3,441,813	3,688,000	212,550	5.8%	3,475,450	3,688,000	-	
Intermediate Sources	1,999,997	1,000,000	624,553	1,400,000		0.0%	1,400,000	1,400,000	-	
State Sources	856,066	1,772,920	3,000,000	1,000,000		0.0%	1,000,000	1,000,000	-	
Federal Sources	288,395	135,579	76,081	50,000		0.0%	50,000	50,000	-	
Other Sources	-	-	85,000	-			-	-	-	
All Other Sources	6,193,230	7,160,603	7,227,447	6,138,000	212,550	3.5%	5,925,450	6,138,000	-	
Total Operating Revenues	\$ 143,019,434	\$ 150,944,816	\$ 159,038,514	\$ 161,710,763	\$ 29,647,976	18.3%	\$ 132,062,787	\$ 161,710,763	\$ -	
Beginning Fund Balance	26,681,850	20,618,328	9,130,686	4,000,000	6,865,526	171.6%		6,865,526		2,865,526
TOTAL RESOURCES	\$ 169,701,284	\$ 171,563,144	\$ 168,169,200	\$ 165,710,763	\$ 36,513,502	22.0%	\$ 132,062,787	\$ 168,576,289	\$ 2,865,526	
REQUIREMENTS BY OBJECT	2023–2024 Actual	2024–2025 Actual	2025–2026 Unaudited	2026–2027 Adopted Budget	2026–2027 YTD Actuals	% of Budget	Add: Expense Projections	2026–2027 Forecasted Balance	Budget to Forecast Variance Fav / (Unfav)	
Operating Expenditures	By Object									
Salaries	\$ 75,362,331	\$ 78,511,379	\$ 74,758,909	\$ 72,667,836	\$ 2,823,539	3.9%	\$ 69,944,905	\$ 72,768,444	\$ (100,608)	
Associated Payroll Costs	37,544,405	42,305,139	44,912,304	42,762,530	1,661,678	3.9%	28,992,239	30,653,917	12,108,613	
Purchased Services	26,832,809	33,354,553	34,339,833	34,191,493	5,022,575	14.7%	25,802,794	30,825,369	3,366,124	
Supplies and Materials	4,360,608	4,504,373	3,910,834	4,317,714	632,539	14.6%	1,726,082	2,358,621	1,959,093	
Capital Outlay	1,161,753	388,089	404,474	325,000	22,458	6.9%	(22,458)		325,000	
Other Objects	1,993,596	1,920,988	1,930,826	2,070,651	1,909,614	92.2%	16,090	1,925,704	144,947	
Transfers	1,827,455	1,447,937	1,046,494	1,290,000	-	0.0%	1,290,000	1,290,000	-	
Total Operating Expenditures	\$ 149,082,956	\$ 162,432,458	\$ 161,303,674	\$ 157,625,224	\$ 12,072,403	7.7%	\$ 127,749,652	\$ 139,822,055	\$ 17,803,169	
Contingencies										-
Unappropriated Ending Fund Balance				8,085,539						8,085,539
TOTAL REQUIREMENTS	\$ 149,082,956	\$ 162,432,458	\$ 161,303,674	\$ 165,710,763	\$ 12,072,403	7.29%	\$ 127,749,652	\$ 139,822,055	\$ 25,888,708	
Ending Fund Balance	\$ 20,618,328	\$ 9,130,686	\$ 6,865,526					\$ 28,754,234		
REQUIREMENTS BY FUNCTION	2023–2024 Actual	2024–2025 Actual	2025–2026 Unaudited	2026–2027 Adopted Budget	2026–2027 YTD Actuals	% of Budget	Add: Expense Projections	2026–2027 Forecasted Balance	Budget to Forecast Variance Fav / (Unfav)	
Operating Expenditures	By Function									
Instruction	\$ 88,580,155	\$ 98,370,445	\$ 99,443,043	\$ 97,621,499	\$ 4,478,958	4.6%	\$ 84,445,202	\$ 88,924,160	\$ 8,697,339	
Support Services	58,374,984	62,176,110	60,342,169	58,205,876	7,387,889	12.7%	41,759,948	49,147,837	9,058,039	
Enterprise and Community Services	100,362	237,966	271,968	307,849	5,556	1.8%	254,502	260,058	47,791	
Facilities Acquisition and Construction	-						-	-	-	
Other Uses	2,027,455	1,647,937	1,246,494	1,490,000	200,000	13.4%	1,290,000	1,490,000	-	
Total Operating Expenditures	\$ 149,082,956	\$ 162,432,458	\$ 161,303,675	\$ 157,625,224	\$ 12,072,403	7.7%	\$ 127,749,652	\$ 139,822,055	\$ 17,803,169	
Contingencies										-
Unappropriated Ending Fund Balance				8,085,539						8,085,539
TOTAL REQUIREMENTS	\$ 149,082,956	\$ 162,432,458	\$ 161,303,675	\$ 165,710,763	\$ 12,072,403	7.3%	\$ 127,749,652	\$ 139,822,055	\$ 25,888,708	
Ending Fund Balance	\$ 20,618,328	\$ 9,130,686	\$ 6,865,526					\$ 28,754,234		
Ending Fund Balance % of Revenue	12.15%	5.32%	4.08%					17.06%		

Enrollment Report as of September 17, 2026

						Actual	Projected	Difference
Elementary Total						3605	3614	-9
Middle School Total						1924	1898	26
High School Total						2628	2467	161
Reynolds Total						8,157	7,979	178
Charter Total						1,265		
Total Reynolds and Charters:						9,422		

Elementary Enrollment By Grade Level and Class

School	K	1st	2nd	3rd	4th	5th		Total
Alder	22	26	30	21	9	12		
Dual Language	17	23	23	19	21	26		
					12	11		
					8	16		
Total	39	49	53	40	50	65		296
# of Classes	2.0	2.0	2.0	2.0	2.5	2.5		13.0
Average Class Size	19.5	24.5	26.5	20.0	20.0	26.0		22.8
Davis	35	20	19	20	27	24		
Dual Language (K and 1st)	26	22	21	20	27	26		
		8	13	19	14	12		
Total	61	50	53	59	68	62		353
# of Classes	2.0	2.5	2.5	3.0	2.5	2.5		15.0
Average Class Size	30.5	20.0	21.2	19.7	27.2	24.8		23.5
Fairview	13	21	20	23	24	27		
	14	22	20	23	21	26		
STEP	1	4	4	3	1			
Total	28	47	44	49	46	53		267
# of Classes	2.0	2.0	2.0	2.0	2.0	2.0		12.0
Average Class Size	14.0	23.5	22.0	24.5	23.0	26.5		22.3
Glenfair	24	27	20	20	31	22		
	24	25	21	21	30	22		
		25	21	21		24		
Total	48	77	62	62	61	68		378
# of Classes	2.0	3.0	3.0	3.0	2.0	3.0		16.0
Average Class Size	24.0	25.7	20.7	20.7	30.5	22.7		23.6
Hartley	33	26	26	20	30	33		
Dual Language (K)	13	29	26	20	30	31		
				21				
Total	46	55	52	61	60	64		338
# of Classes	2.0	2.0	3.0	2.0	2.0	2.0		13.0
Average Class Size	23.0	27.5	17.3	30.5	30.0	32.0		26.0
Margaret Scott	22	27	33	25	29	30		
	21	27	32	25	32	27		
				23				
Total	43	54	65	73	61	57		353
# of Classes	2.0	2.0	2.0	3.0	2.0	2.0		13.0
Average Class Size	21.5	27.0	32.5	24.3	30.5	28.5		27.2

Salish Ponds	20	23	27	20	19	16		
	22	25	27	21	17	17		
					19	15		
Life Skills	4	2						
Total	46	50	54	41	55	48		294
# of Classes	2.0	2.0	2.0	2.0	1.5	1.5		11.0
Average Class Size	23.0	25.0	27.0	20.5	36.7	32.0		26.7
Sweetbriar	20	24	20	23	13	15		
	20		20	24	15	14		
					16	12		
Total	40	24	40	47	44	41		236
# of Classes	2	1	2	2	1.5	1.5		10
Average Class Size	20.00	24.00	20.00	23.50	29.33	27.33		23.60
Troutdale	22	27	24	29	31	29		
	22	27	23	28	32	26		
		2	10	6	2	5		
Life Skills								
Total	44	56	57	63	65	60		345
# of Classes	2	2	2	2	2	2		12
Average Class Size	22.00	28.00	28.50	31.50	32.50	30.00		28.75
Wilkes	18	17	18	17	14	17		
	19	19	19	20	13	19		
	18	20	19	20	16	16		
			20		11	20		
Life Skills		3	7	4	6	4		
Total	55	59	83	61	60	76		394
# of Classes	3	3	3	3	2	2		16
Average Class Size	18.33	19.67	27.67	20.33	30.00	38.00		24.63
Woodland	26	19	21	21	25	31		
	25	17	20	19	29	29		
			19	20				
Life Skills	1	4	7	5	5	8		
Total	52	40	67	65	59	68		351
# of Classes	2	2	3	3	2	2		14
Average Class Size	26.00	20.00	22.33	21.67	29.50	34.00		25.07
Elementary Total	502	561	630	621	629	662		3605
Total # of Classes	23.00	23.50	26.50	27.00	22.00	23.00		145.00
Total Average Class Size	21.83	23.87	23.77	23.00	28.59	28.78		24.86

Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total
HB Lee MS	186	184	204					574
Reynolds MS	288	292	272					852
Walt Morey MS	162	160	176					498
RHS + Middle College				694	643	599	516	2452
RLA					8	54	114	176
Secondary Total	636	636	652	694	651	653	630	4552

Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total
Arthur Academy	28	30	29	23	29	20		159
HOLLA	20	21	20	15	18	21		115
MLA	41	45	49	47	48	47	279	556
Rockwood Prep	72	78	74	75	69	67		435
Charter Total	161	174	172	160	164	155	279	1265

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: September 23, 2026

Summary / Background:

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Superintendent 2026-27 Evaluation and Goals
- D. Calendar for the 2027-28 Budget Development
- E. RHS Speech and Debate Field Trip to Rockaway Beach, Oregon
- F. RLA Engineering / Robotics Trip to Beverly Beach State Park
- G. Adoption of Resolutions 2026-2027 -003 to -008

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve all Consent Agenda items as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



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

Reynolds School District
Board of Education Work Session
Meeting Minutes
September 9, 2026
6:00 PM
Reynolds High School

Present: Patty Carrera, Ana Gonzalez Muñoz, Francisco Ibarra, Donell Morgan, Michael Reyes, Joyce Rosenau, Giovanni Vaz.

I. Call to Order

- Chair Michael Reyes called the September 9, 2026 work session to order at 6:01p.

A. Roll Call

B. Land Acknowledgement

- Read into the record by Chair Michael Reyes.

II. Policy KNA: Immigration Enforcement on District Property (first reading)

- Notifications, section "d" - change to and an opt-out instead of an opt-in
- Reword sentence starting with "unless otherwise prohibited" on the top of page 3.

III. Annual Review of Board Operating Procedures

IV. Bond Polling and Next Steps

V. Strategic Planning

VI. Adjourn

- Chair Michael Reyes adjourned the meeting at 8:38p.



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

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

August 26, 2026

6:00 PM

Building I, Edgefield Campus

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

I. 5:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:00p, under ORS 192.660(2)(a) Personnel, ORS 192.600(2)(b) Employee Hearing, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(f) Confidential Information. Executive Session is closed to the public.

II. 6:00p - Call to Order

- Chair Michael Reyes called the August 26, 2026 meeting to order at 6:31p.

III. Roll Call

IV. Consider Approval of the August 26, 2026 Agenda

I move that the Board approve the August 26, 2026 agenda with the additional of a bond update. This motion, made by Michael Reyes and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

I move that the Board approve the August 26, 2026 agenda with the removal of item 8a. This motion, made by Michael Reyes and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 5, Nay: 0

V. Pledge of Allegiance

VI. Land Acknowledgement

- Read into the record by Director Patty Carrera.

VII. Mission and Vision

- Read into the record by Chair Michael Reyes.

VIII. 6:10p - Executive Session Action

I move that the Board uphold the level II grievance findings for the appeal heard in executive session. This motion, made by Michael Reyes and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

IV. 6:15p - Resolution 2026-2027-002 Proclaiming the Celebration of National Hispanic and Latino Heritage Month

- Read into the record by Director Ana Gonzalez Muñoz.

V. 6:20p - 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. 6:35p - Bargaining Group Updates

VII. 6:45p - Board Vacancy Interviews

VIII. 7:15p - Presentation to the Board

A. First Reading - KNA: Immigration Enforcement on District Property

IX. 7:20p - Superintendent's Reports

A. Announcements/Reports

X. 7:25p - Consent Agenda

I move that the Board approve all Consent Agenda items as presented. This motion, made by Michael Reyes and seconded by Patty Carrera, Passed.

Yea: 5, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. 2026-27 Alternative Education List

D. Lemelson Grant Acceptance

E. Authorization to Spend: Nutrition Services

F. Policy Second Reading and Adoption

XI. 7:30p - Action Items

A. Memorandum of Understanding: District Contribution to the REA Insurance Pool

I move that the Board approve the Memorandum of Understanding setting forth the terms and conditions regarding the roll-up of District insurance contributions for each member of the bargaining unit. This motion, made by Francisco Ibarra and seconded by Patty Carrera, Passed.

Yea: 5, Nay: 0

B. Memorandum of Agreement: Restructure of Technology Department

I move that the Board approve the Memorandum of Agreement regarding the restructure of the IT department between Reynolds School District and Oregon School Employees Association. This motion, made by Ana Gonzalez Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

C. Board Vacancy Appointments

I move to appoint Donell Morgan as the position 1 RSD Board Director for the remainder of the 2026-27 school year. This motion, made by Francisco Ibarra and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 5, Nay: 0

I move to appoint Giovanni Vaz as the position 4 RSD Board Director for the remainder of the 2026-27 school year. This motion, made by Patty Carrera and seconded by Joyce Rosenau, Passed.

Yea: 5, Nay: 0

XII. 7:45p - Board Announcements and Discussion

A. Bond Update

- PAC has been established
- Working to get endorsement forms for the voter's pamphlet
- Planning to attend back to school nights, sporting events, city council meetings, etc.

B. Individual Board Members - Announcements and Reports

C. Upcoming Board Meetings

XIII. 8:00p - Adjourn

- Chair Michael Reyes adjourned the August 26, 2026 meeting at 7:40p.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Superintendent 2026-27 Evaluation and Goals

Type: ☒ Action Item ☐ Report / Presentation

Policy: CBG: Evaluation of the Superintendent

Date: September 23, 2026

Summary / Background:

According to the superintendent's contract, *"annually, and not later than October 15th, the Board shall, in consultation with the Superintendent, establish general goals and specific objectives for the school year. The goals and objectives shall be established in writing and be among the criteria for evaluation of the Superintendent."* This item serves the above purpose.

The superintendent's evaluation for the 2026-2027 school year will consist of six goals and five Professional Standards for Educational Leaders.

Previous Board Action:

The Board annually approves the superintendent's goals and conducts an evaluation.

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the Superintendent's Goals and Evaluation plan as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Superintendent Year-End Evaluation

2026-2027 Evidence Packet



1. Each board member should rate all five of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately - rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

PART 1: PROFESSIONAL STANDARDS

Visionary District Leadership

- Implements the district's continuous improvement plan and communicates its progress.
- Implements Board goals and priorities.

Ethical and Professional Norms

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.

Inclusive District Culture

- Develops a supportive, equitable, culturally responsive and inclusive district culture.
- Engages and effectively communicates with diverse families, community partners, and other constituencies to strengthen student learning.
- Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.

Effective Organizational Management

- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains operational structures that maximize the district's capacity to positively impact student learning.

Policy and Governance

- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.

PART 2: GOALS

Goal 1: 3rd Grade Reading

Increase the percentage of 3rd grade students whose score on Acadience meets or exceeds grade level benchmark to 46%.

Objectives:

1. Continue implementation of Advanced Foundational Skills Enhancement (AFSE) in all classrooms, 3-5.
 - a. Provide professional development and ECRI materials to all 3-5 teachers, Title I teachers, and elementary principals.
 - b. AFSE leads will be identified at each elementary site to ensure fidelity to the foundational literacy skill routines.
2. Continue Implementation of “Support the Core - Reading” [Response to Intervention (RtI)] processes.
 - a. Assessments, clear processes, and guidelines will be in place to identify students with specific lagging literacy skills.
 - b. Intervention schedules and materials will be in place to address student needs.
3. Expand dual language immersion:
 - a. kindergarten classroom at Hartley Elementary
 - b. first grade at Davis Elementary
 - c. Language Arts at Reynolds Middle

Goal 2: 5th Grade Math

Increase the percentage of 5th grade students whose score on iReady meets or exceeds grade level benchmark to 42%.

Objectives:

1. Complete year 3 of iReady Math CORE curriculum implementation
2. Begin implementation of Core Review Math [Intervention (RtI) processes] at all elementary school sites
 - a. Assessments, clear processes, and guidelines will be in place to identify students with specific lagging math skills
 - b. Intervention schedules and materials will be in place to address student needs
3. Pilot supplemental math materials to support foundational math skills at 1-2 schools in 26-27 SY
4. Review and adjust K-3 math scope and sequence to ensure alignment to 3rd grade OSAS targeted strands and skills

Goal 3: 8th Grade Math

Increase the percentage of 8th grade students whose score on STAR Math meets or exceeds grade level benchmark to 47%.

Objectives:

1. Complete year 3 of EdGems Math CORE curriculum implementation.
2. Teachers will be provided professional learning around productive talk, "Building Thinking Classrooms" in 6-8 grade math classrooms.
3. Year 2 implementation of Intensive Math acceleration (intervention) blocks will be scheduled to assist students with obtaining the necessary knowledge and skills to meet grade level expectations.

Goal 4: 9th Grade on Track

Increase the percentage of 9th grade students who earn 6 or more credits by the start of their sophomore year to 82%.

Objectives:

1. Continue Ninth Grade Counts Summer programming for incoming 9th-grade students.
2. Continue the The Raider Report to provide students with their personal data to review how they are doing academically and credit-wise throughout the school year.
3. Refine Tier II interventions for schoolwide MTSS

Goal 5: Graduation (goal not scored - data available in January 2028)

Increase the percentage of students who graduate in four years to 82%.

Objectives:

1. Review credit attainment at the end of each semester to determine on track status and any interventions needed.
2. Review of all transfer student records/transcripts to determine transferable credits, on-track status, correct course placement, and any interventions needed.
3. Provide opportunities for students who are multilingual to take the STAMP foreign language assessment which may qualify as language arts credit.
4. Expand CTE offerings to include year 3 of Cosmetology and Business/Marketing; Year 1 of Dental Assisting for September '26 start.

Goal 6: Support Services (no objective score)

Develop operational efficiency metrics for each support department based on industry standards and best practices.

Nutrition Services: Improve Nutrition and Satisfaction: 1) Track the number of school meals served each month; 2) Conduct an annual student satisfaction meal survey and focus groups.

Transportation: Improve Bus Safety: Track the number of bus accidents per year; Improve On-Time

Performance: Track the percentage of buses arriving more than 10 minutes late to schools per month

Facilities: Improve Energy Efficiency: Track water and power usage by month by building to seek improvements in energy conservation; Maintain Functioning School Facilities: track the number of work order repairs open more than 90 days.

Technology: Improve customer satisfaction and staff workload through a technology call center: 1) Track ticket entry numbers before and after implementation; 2) Track customer service reports before and after implementation

Human Resources: Streamline Application Process: HR will track and characterize the number of abandoned job applications to seek ways to improve the completion rate; Improve Response Time: Track the number of tuition reimbursement requests completed within 5 days

Finance: Payroll Accuracy: Improve accuracy of payments to employees as measured by the ratio of paychecks issued outside of the regular payroll schedule, specifically those that are for corrections

To: Board of Directors

From: Holly Langan, Managing Financial Officer

Subject: Calendar for the 2027-28 Budget Development

Type: ☒ Action Item ☐ Report / Presentation

Policy: DBC: Budget Calendar

Date: September 23, 2026

Summary / Background:

The District is required to set a budget calendar at the beginning of each school year. The Board is asked to approve the budget calendar as proposed. The proposed budget calendar is similar to those of prior years.

Previous Board Action:

The Board approves the Budget Calendar annually.

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the calendar for the 2027-28 budget development as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

	Date	Budget Committee Compliance Item
Budget Planning	Wednesday, September 23, 2026	Board of Directors Meeting Action: Approve Budget Calendar 2027–28
	November 2026	Staff & Community Input Sessions Board and District receive input through various input methods
	Wednesday, December 2, 2026	School Board Work Session Discussion of Board priorities for school year
	Wednesday, January 27, 2027	Board of Directors Meeting Adoption of 2027–28 Board Budget Priorities
	Thursday, April 22, 2027	Budget Committee Training Provide information regarding budget development and adoption process
Budget Building and Adoption	Friday, April 23, 2027	Publish First Notice of Budget Committee Meetings 5 to 30 days before the first meeting (Gresham Outlook)
	Friday, April 30, 2027	Publish Second Notice of Budget Committee Meetings 5 to 30 days before the first meeting (Gresham Outlook)
	Thursday, May 6, 2027	Budget Committee Meeting—Proposed Budget Appoint Presiding Officer Receive Budget Message Receive Proposed Budget Document and Discuss Relevant Changes Respond to Questions from Budget Committee
	Thursday, May 20, 2027 & May 27, 2027 if needed	Budget Committee Meeting—Approved Budget (#1) Receive Public Testimony Budget Committee Deliberations Respond to Questions from First Meeting Action: Approve Budget and set tax levy
	Friday, June 11, 2027	Publish Notice of Budget Hearing and Budget Summary 5 to 30 Days Before the Hearing (Gresham Outlook) Publish Financial Summaries
	Wednesday, June 23, 2027	Board of Directors Meeting—Conduct Budget Hearing Conducted by School Board, open to Public, receive public testimony Board of Directors Meeting—Adopted Budget Adopt budget, make appropriations, and impose taxes Action: Authorize Appropriations & Impose and Categorize Taxes
	Thursday, July 15, 2027	Submit Tax Certification Documents File Budget Document with County Recorder and Designated Agencies

Blue Text: Board actions

Red Text: Required published Budget Document

Orange Text: District requirements, informational only

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: RHS Speech and Debate Field Trip to Rockaway Beach, Oregon

Type: ☒ Action Item ☐ Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: September 23, 2026

Summary / Background:

RHS Speech & Debate students will attend the Oktoberfest tournament at Neah-Kah-Nie High School from October 30–November 1. Fourteen students will compete in speech and debate events against students from across Oregon while building their skills, leadership, and team connections.

Previous Board Action:

The Board is responsible for approving all overnight field trips.

Financial Implications:

The cost for 14 students and 2 adult chaperones is approximately \$3,700, covering two nights of lodging, transportation, tournament competitor fees, and groceries for team meals and snacks. Each student may self-fund, fundraise with the team, and/or apply for need-based team funding to cover their \$275 trip obligation. Funds will come from the Speech and Debate Team ASB account.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS Speech and Debate team 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: Speech & Debate

School: Reynolds High School

Name of Requester: Valerie Schiller

Date Submitted: 8/27/2026

Dates(s) of Trip: 10/30/2026-11/1/2026

Trip Type: ☒ Activity or Athletic Trip ☒ Educational Trip

Trip Distance/Length: ☐ Over 150 Miles Away ☒ Overnight

Estimated number of students: 14

Number of Chaperones: 2

List of Chaperones:

Valerie Schiller, RHS Speech & Debate Team Coach

Tommy Murphy, RHS Teacher

Lodging: Beach House, 430 North Pacific Street, Rockaway Beach, OR 97136

Total estimated trip cost: \$ 3,700.

a. How will the trip be funded?

The trip will be paid for out of Reynolds High School ASB account, based on student self-funding, with opportunities for fundraising with the team in September. If, after fundraising and seeking family support, students cannot pay the full amount but have a demonstrated commitment to the team and trip, students may fill out a need-based scholarship application to the coach and the team for full or partial payment with existing ASB funds.

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

Students are expected to pay \$275 each which covers the two nights. This amount breaks down to cover lodging at a high-end beach house costing \$2,553.38; transportation in the activity van at approx. \$600 (214 miles roundtrip x \$2.70 per mile); tournament fees at approx. \$300 (averaging \$20 per student, depending on events entered); and food for two days at approx. \$250 (groceries).

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

Students will be transported in the 14-passenger activity van round-trip by coach Valerie Schiller.

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

Students will be released from classes halfway through the school day, after first lunch, to depart on the trip, so they will need to communicate with some of their teachers about what they will be missing from the Friday afternoon.

Itinerary: list all activities/provide general schedule.

FRIDAY, OCTOBER 30: Departure from School

Coach and students will depart from RHS by 12:45PM (after first lunch, so students will be fed). Between Cannon Beach and Rockaway Beach, the group will stop briefly at 1-2 viewpoints for photographs, if the students desire.

Coach and students will arrive at lodging by 3:45PM for a 4:00PM check-in.

Utilizing both chaperones and a buddy system, the team will explore shops in town, buy groceries for the two days of meals and snacks, and enjoy some beach time with each other.

SATURDAY, OCTOBER 31: Tournament Day

Coach, other chaperone, and students will participate in the Oktoberfest OSAA Tournament at Neah-Kah-Nie High School in speech and debate events. Chaperones will be judging various separate rounds. The coaching community is both large and close-knit and assists with supervision of students around the high school campus while coaches and chaperones may be occupied judging a round.

SUNDAY, NOVEMBER 1: Coach and students will depart by 11am to arrive back at RHS by 2pm.

Last year's competition schedule (this year's is not available yet but will closely resemble) is 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?

Students attend tournaments to put into practice their public speaking, logical argumentation, research, and creative strategy skills for multiple rounds of competition. Beyond academic learning is the social networking with peers and with adults which will prepare them for success in high school and beyond. Attending an extended overnight trip allows students to spend additional time with their teammates bonding, taking on more independence along with more responsibility, and having the opportunity to travel, explore, and take in new environments.

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

Between the two adult chaperones and the large and tight-knit coaching community, students will always be supervised by an adult. Before and after the tournament, the chaperones will be with them. During the tournament between rounds, the chaperones will be present. During rounds, when chaperones may be judging rounds, the coaching community will be present to supervise around the high school campus. There are several points during the tournament day, especially meal times, for check-ins between the adult chaperones and the students.

When walking around town, at the beach, and to and from the lodging in Rockaway Beach, the students will have not only the adult chaperones but a buddy from the team with them at all times.

Principal Approval: _____



Date: 8/28/2026

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.

Neah-Kah-Nie High School Oktoberfest Tournament



Saturday, October 25, 2025

September 25, 2025

Dear Speech Competitors,

Neah-Kah-Nie High School would like to formally invite you to compete in this year's Oktoberfest Tournament! We welcome students to come in costume to this fun, Halloween-themed event. This will be a great environment for everyone to try out their new topics and events.

We will be offering most OSAA Speech and Debate events (***not Extemp***). Important information is included below, please do not hesitate to contact us if you have any questions and/or concerns!

We're excited to see you at Neah-Kah-Nie!

Thank you,

Shelby Dallas

Speech and Debate Head Coach
Neah-Kah-Nie High School

Email: shelbyd@nknsd.org

Phone: 503-355-2272

Schedule

7:30 am - Judge Check-in, School registration

8:00 am - Mandatory Judge Orientation

8:30 am - IE Round 1

10:00 - Debate Round 1

11:30 - IE Round 2

1:00 pm - Debate Round 2

2:30 pm - IE Round 3

4:00 - Debate Round 3

5:30 pm - IE Finals

7:00 pm - Debate Finals

Costume Contest and Awards following Finals

Above times are subject to change, if we can move the times up, we will!

Interpretive Events

DUO, DI, HI, ORATORY, PROSE, POI, RADIO, LIELL, ADS, INFORM, IMPROMPTU, POETRY

Debate Events

PARLIAMENTARY, LINCOLN-DOUGLAS, PUBLIC FORUM

*(Note: We will use the Sept./Oct. Topics for PF and LD)

Other Important Information

Entries: Novice and Open division are available in every event. In some cases, we may need to collapse Novice and Open, but we will still recognize each division in awards. We will be following OSAA State Rules for all events.

Costumes: All competitors are strongly encouraged to wear a costume to compete. While we want everyone to have fun and express themselves, please keep in mind that this is a school function. HALLOWEEN MASKS WILL NOT BE ALLOWED. Prizes will be awarded for best costumes during awards.

Fees: School fee \$25. IE fee: only \$5.00 per entry (Duo is counted as one entry). Debate fee: \$8.00 per team. Uncovered entry fine: \$10 per entry not covered by a judge.

Please print your invoice from Tabroom and mail with your payment.

Checks can be mailed to:

Neah Kah Nie High School Speech and Debate

24705 U.S. 101

Rockaway Beach, OR 97131

Double Entries: You may double enter within the IE pattern, with no more than 2 IEs per student. Any double-entered student is responsible to inform judges of any potential conflicts.

Deadlines: We are using the online system www.tabroom.com for entries. Registration is available now. The system will stop allowing entries at 4:00 pm on Wednesday, October 22nd, at which time fees will be finalized. Once registration is open, there will be a waitlist if needed.

Judges: For every 4 entries, the school MUST PROVIDE ONE JUDGE. Each judge must meet the volunteer requirements of that school district. Each just must be prepared to judge *every round*. We're counting on you to bring as many judges as possible! We also ask that you bring timers/stopwatches/cell phones to help with keeping time.

NOTE: We will be using electronic ballots through Tabroom. This means all judges MUST HAVE A TABROOM ACCOUNT PRIOR TO JUDGING. Judges should plan on bringing their own computer. There will be NO computers available.

Food: There will likely be food available for purchase during the tournament via concessions run by our wonderful Boosters Club, or students are welcome to bring sack lunches and snacks. There are no food options within walking distance, however there are food trucks and restaurants in town (driving distance). There will be coffee, light snacks, and beverages for judges/coaches.

Awards: Certificates will be awarded for 1st, 2nd, and 3rd places.

Registration: Register via tabroom.com. Initial registration is due by Wednesday, October 22nd. Fees will be calculated at 5:00 pm on Thursday. You may continue to DROP ENTRIES ONLINE THROUGH TABROOM UP TO 7:00 AM ON THE DAY OF THE TOURNAMENT, but any drops after 5:00 pm on Thursday will not alter the amount due.

Directions to Neah-Kah-Nie High School: The school's address is 24705 US-101, Rockaway Beach, OR 97131. GPS will provide travel times and specific directions. We suggest allowing approximately 2.5 hours from the Portland and Salem areas. There is a parking lot next to and behind the school. The parking lot at the middle school (up the hill) should also be available.

Questions: Please contact Neah-Kah-Nie Heach Coach: Shelby Dallas (shelbyd@nknsd.org) (404-718-0536)

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: RLA Engineering / Robotics Trip to Beverly Beach State Park

Type: ☒ Action Item ☐ Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: September 23, 2026

Summary / Background:

Students will visit the Oregon Coast and Hatfield Marine Science Center for hands-on science and engineering experiences, including dissections and designing ROVs. The trip connects classroom learning to real-world applications and future career opportunities.

Previous Board Action:

The Board is responsible for approving all overnight field trips.

Financial Implications:

The estimated cost of this trip is \$2,693 and will be funded through High School Success.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RLA field 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: RLA Engineering/Robotics Trip

School: Reynolds Learning Academy

Name of Requester: Rachael Joyce

Date Submitted: 8/26/2026

Dates(s) of Trip: May 13-15, 2027

Trip Type: ☐ Activity or Athletic Trip ☒ Educational Trip

Trip Distance/Length: ☒ Over 150 Miles Away ☒ Overnight

Estimated number of students: 14

Number of Chaperones: 2

List of Chaperones:

Rachael Joyce

Gio Pena

Lodging: Beverly Beach State Park

Total estimated trip cost: \$ 2,693.00.

a. How will the trip be funded?

High School Success Funds

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

No

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

Activity Van

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

This trip is a culmination of things that students in the Engineering and Robotics class have been working on. Students will get to see what they have learned in class and how it works in colleges and the real world. Students will get to see parts of the specialized college campus, on top of getting to talk to someone about life after high school.

Itinerary: list all activities/provide general schedule.

Thursday, May 13, 2027

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

Friday, May 14, 2027

8:00-9:30 Wake-up, eat breakfast, prep lunch
9:30-11:00 Science on the Beach
11:00-11:30 Lunch

11:30-12:00 Travel to Hatfield Science Museum
12pm-3pm Hatfield Science Museum - ROV Challenge, Career Talk, Tsunami Building Tour
3pm-3:30pm Travel back to campsite
4pm-5pm Quiet Time at Campsite
5:30pm-7:30pm Dinner
7:30pm-9pm Evening Group Time
9pm-10pm Ready for Bed/ Lights Out

Saturday May 15, 2027

8:00-9:00 Wake-up, eat breakfast
8:00-10:30 Clean up, check-out of yurts
10:30-11:00 Drive to Historical Downtown Newport
11:00-1:30 Ripley's Believe It or Not/ Louis Tussaud's Waxworks
1:30-2:00 Lunch
2:00-5:00 Drive to RLA
5:00-5:30 Grab gear, cleanup bus

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

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

With this being a small group, Gio and I are often able to divide and maintain the groups. For example, when we are at the campsite, one of us goes down to the beach with students, while the other stays at the campsite. I also try to get sites that are very close to the bathrooms and showers, so students do not have to go far.

When we are traveling at the Museums, again we are small enough to stay in a large group together, where one of us stays up front and the other stays in the back. Classes are all done together.

I create a google number that I give to students, so if they do manage to get separated from us, they are able to contact me and vice versa.

Principal Approval: Dee Archie Date: 08/28/2026

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: Frank Caropelo, Superintendent

Subject: Adoption of Resolutions

Type: ☒ Action Item ☐ Report / Presentation

Policy: KAA: Community Relations

Date: September 23, 2026

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

The following resolutions were read into the record earlier in the meeting.

- Resolution 2026-2027-003: National School Lunch Week
- Resolution 2026-2027-004: Indigenous Peoples' Day
- Resolution 2026-2027-005: National Bullying Prevention Month
- Resolution 2026-2027-006: National Principals Month
- Resolution 2026-2027-007: National School Custodian Recognition Day
- Resolution 2026-2027-008: National Coming Out Day

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt resolutions 2026-2027 -003 to -008 as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Policy Update: Second Reading and Adoption of KNA

Type: ☒ Action Item ☐ Report / Presentation

Policy: BF: Policy Development

Date: September 23, 2026

Policy	Policy Name	Update / Notes
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.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt policy KNA: Immigration Enforcement on District Property as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

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 website².

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;

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, and, if true, 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 be removed from 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 expeditiously 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 **notify** ~~provide notice to~~ a student, or **the student's** ~~to the~~ parent or guardian ~~of a student~~, when the district ~~has~~ **provides** information ~~related to~~ **about** 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 information³ 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.

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).

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: September 23, 2026

Summary / Background:

- A. Bond Update
- B. Individual Board Member Reports or Announcements
- C. Upcoming Board Meetings
 - a. Board Work Session: October 14, 2026
 - b. Board Business Meeting: October 28, 2026
- D. Board Discussion

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable

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 23, 2026

Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable