MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE
VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE

DOCKET OF BUSINESS
October 13, 2025
Klamath Falls City Schools Lucile O'Neill Education Center Boardroom
1336 Avalon Street
Klamath Falls, Oregon 97603
REGULAR MONTHLY MEETING OF THE KFCS BOARD OF EDUCATION

For questions about accessibility or accommodations for persons with disabilities, or to request a translator, interpreter, or other communication aids, please contact Tara Bosse at (541) 883-4700 ext. 7123 or bosset@kfalls.k12.or.us

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.

1. **PRELIMINARY BUSINESS**
    1. Call to Order and Pledge of Allegiance
    2. Roll Call
    3. Public Welcome & Public Comment
    4. Superintendent's Comments
    5. Gifts to the District
2. **CONSENT AGENDA**
    1. Approval of Previous Month's Meeting Minutes (9-8-25) 2

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Minutes of Regular and Executive Board Meeting
Klamath Falls City Schools
Board of Education

A Regular and Executive Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, September 8, 2025, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

1. PRELIMINARY BUSINESS

1.1. Call to Order and Pledge of Allegiance – 6:00 PM
Presenter: Andrew Biggs, Board Chair

1.2. Roll Call
Presenter: Andrew Biggs, Board Chair

Board Members Present: Andrea Jensen, Andrew Biggs, Trina Perez, Kelsey Bitzer, Nicole Trejo and Vanessa Bennett

Absent: Kathy Hewitt

Cabinet Members Present: Keith Brown, Renee Clark and Daymond Monteith, and Dena Haudenshild

Absent: Fred Bartels

Others: Rod Heyen, Juan Perez, Maureen Lundy, Brett Lemieux, Sara Johnson, Terry Bennett, James Gray, Patrick Fenner, Mindi Waggoner, Noah Clayton, Talan Chancellor, Ashlyn Lemieux and Olivia Fenner

Zoom: Gretchen Knutson, Jeff Haudenshild, Jane Cole, Heidi Biggs, Sabrina Chase, Michael Myers, Wendy Glidden, Lindsey Dunham

1.3. Welcome & Public Comment
Presenter: Andrew Biggs, Board Chair

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments electronically or submitted their requests to speak prior to the start of this meeting which will be read into the official record.

No public comment

1.4. Superintendent's Comments
Presenter: Keith Brown, Superintendent

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Summary of Superintendent's Report

The superintendent began by thanking board members and staff for their contributions:

- Vanessa Bennett was recognized for volunteering on the Klamath Promise Community Steering Committee.
- Kelsey Bitzer was thanked for her efforts with the "Dads on Duty" program, which has been positively impacting student engagement and culture.

The superintendent reported that the 2025–26 school year has begun positively, with students returning excited, staff prepared, and energy high across all campuses. A minor incident managed by the Klamath Falls Police Department was noted as an example of effective communication and cooperation with parents.

A key focus this year is continuing to shape school culture through the Capturing Kids' Hearts program. This initiative emphasizes:

- Building strong relationships
- Creating safe and welcoming environments
- Ensuring every student feels valued

Staff are already implementing these practices—greeting students at doors, establishing classroom social contracts, and intentionally showing care and respect each day. The superintendent also explained that thanking board members publicly is part of modeling the "Excel" process from Capturing Kids' Hearts.

The superintendent highlighted the success of the district-wide in-service at the Ross Ragland Theater, which provided a more comfortable, valuable setting than previous venues. Keynote speaker Ron Fox, a leadership strategist with Capturing Kids' Hearts, challenged staff to become "purveyors of hope," celebrating those who bring joy to schools and remembering that small gestures—high fives, smiles, encouragement—have big cultural impacts.

Since the in-service, the superintendent has observed a visible shift in school culture, with students engaged, relationships deepening, and campuses feeling alive with positivity. He expressed confidence that this focus on Capturing Kids' Hearts will continue to support student learning and help build stronger, more connected school communities.

Finally, the superintendent noted that this work is a "major undertaking," but staff have embraced it wholeheartedly. Outside trainers from Capturing Kids' Hearts even had to slow their pace to keep up with how quickly KFCS staff were implementing the program, which he described as "exciting." He closed by thanking the board for its continued support of the district's culture-shaping efforts.

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1.5. Gifts to the District
Presenter: Andrew Biggs, Board Chair

No gifts this month

2. CONSENT AGENDA
Presenter: Andrew Biggs, Board Chair

2.1. Approval of Previous Months Regular Board Meeting Minutes (8-11-25)

2.2. Approval of Special Session Meeting Minutes (8-18-25)

2.2. Approval of Current Agenda

2.3. Approval of Personnel Agenda

UNANIMOUS VOTE: Trina Perez, Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett and Kelsey Bitzer voted in the affirmative. There were no dissentions. **The motion carried.**

3. REPORTS
Presenter: Andrew Biggs, Board Chair

3.1. Klamath Union High School Student Report
Presenter: Ariah Miller and Talan Chancellor, students

Start of School Year

- Strong attendance: 688 students present and only 12 absent on the first day.
- School spirit: "PEL YEAH" Day successfully provided T-shirts to all KU students to kick off the year.
- Staff updates: KU welcomed 8 new teachers and 2 new counselors.
- AP Courses: AP Composition & Literature replaces 11th-grade Honors English (students must take the AP exam for credit). AP Pre-Calculus and AP Calculus are offered as AP and/or dual credit.
- Culture: Continued implementation of the Capturing Kids' Hearts (CKH) program.
- Homecoming: Scheduled for September 29 – October 3.

Career & Technical Education (CTE)

- Engineering Program: 5 sections of Engineering Essentials with 30+ students each in a new, state-of-the-art lab (Room 214) with 32 high-end computers and manufacturing space.
- Robotics Expansion: 3 sections of Robotics, including the first-ever Robotics II competition class, allowing KU teams to compete regionally and statewide.

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- Health Occupations: 7 sections offered, including 4 dual-credit courses taught at Sky Lakes Community Education Center. A new Certified Nursing Assistant (CNA) course enables students to graduate as certified CNAs ready for employment.
- Integrated Courses: COM 111Z (public speaking) and DECA Leadership are team-taught to combine skills; DECA students earn dual credit while practicing public speaking at events statewide.
- Work-Based Learning: A new partnership with the Downtown Association gives students opportunities for job shadowing, internships, mentorship, and providing services to local businesses.

Counseling

- Working intensively to balance class loads and provide students with desired courses.

Athletics

- Over 250 students registered for fall sports, with more expected for winter and spring seasons.
- Canal Bowl: KU football team defeated Mazama 49–14.
- Soccer: Boys and girls teams represented KU at the Oregon High School Showcase in Bend.
- Volleyball: Won against Yreka on Pel Court and performed well at the Basin Best in Bonanza.
- Cross Country: Hosted a meet at Moore Park and competed at the Mazama Mud Run. Both teams are strong; the girls' team is favored to take first at the state meet at Lane Community College on November 8.

Closing Motto

"The secret is there is no secret.
Consistency over intensity.
Progress over perfection.
Fundamentals over fads — over and over again."

3.2. Eagle Ridge New Tech High School Student Report
Presenter: Noah Clayton, sophomore student

Theater & Business Programs

- Eagle Ridge students are partnering with Klamath Union for the Theater program; students travel to KU to rehearse and perform.
- Over 35 students are participating; the partnership has been successful to date.
- Eagle Ridge has reinstated its Future Business Leaders of America (FBLA) chapter to help students gain workforce skills beyond business, including cybersecurity, game design, and entrepreneurship.

Agriculture & FFA

- FFA officer team attended the Southern Oregon District Leadership Camp in June to develop leadership skills and plan their chapter calendar.

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- At the Klamath County Fair, Eagle Ridge FFA students achieved multiple awards:
  - Aden Jimenez: Reserve Champion FFA Novice Rabbit Showman; FFA Small Animal Citizen of the Fair.
  - Noelle Perez: Champion FFA Market Chickens; Reserve Champion Novice Poultry Showman.
  - Jessica Schei: Reserve Champion FFA Market Chickens.
- Noelle and Jessica sold their chickens at the Youth Auction.
- Eagle Ridge FFA won the Small Animal Herdsmanship award.

Construction & CTE Programs

- Over the summer, students built a 30-foot wall to create storage space for growing programs; framed, anchored, and sheet-rocked in five hours.
- Labor Day event in Chiloquin showcased the completed tiny home project at a family barbecue.
- This year's projects include:
  - 8th Grade CTE Wheel: Greenhouse assembly, cottage builds, and practice projects.
  - Intro to Craft Skills: Completing a donated cottage, then designing and building sheds; possible BBQ trailer project.
  - Craft Skills 2: Concrete work, gazebo construction, picnic tables; preparing for future projects like a duplex or tiny home.
- Students will hear from guest speakers and visit job sites to connect learning to real-world careers.

KLC & KHLA Programs

- Klamath Learning Center (KLC) and Klamath Home Learning Academy (KHLA) moved to the Eagle Ridge campus this summer.
- KHLA offers home learning for grades K–8.
- KLC offers three options:
  1. In-person diploma program.
  2. In-person GED prep program.
  3. Homeschool option for grades 9–12.
- A Welcome Back BBQ on August 28 allowed families to meet teachers, check out Chromebooks, and tour the new space.

Other Highlights

- A new shop facility has been completed to expand CTE opportunities.
- FAFSA Night scheduled for September 17 to assist seniors with college preparation.
- 8th Grade CTE Wheel began with 23 students; some already enrolled in high school-level math and English, opening access to more CTE options in high school.
- Eagle Ridge Open House set for Thursday, September 11, 5:30–7:00 p.m., featuring a family barbecue organized by Leadership students.

3.3. Ponderosa Middle School Student Report
Presenter: Ashlyn Lemieux and Olivia Fenner, students

Overview
Students Ashlynn and Olivia from Ponderosa Middle School presented highlights of recent activities and improvements at their school.

ELA Teachers
- Over the summer, ELA teachers received training on the new curriculum.
- Teachers are already implementing new strategies to improve student reading and writing.

Math Teachers
- Math staff participated in two days of training with the district's math consultant.
- Focus was on clear teaching strategies and group problem-solving activities.

First Days of School
- Sixth graders began on Tuesday, September 2.
- Seventh and eighth graders started on Wednesday, September 3.
- Students reported an exciting and positive start to the school year.

Cross Country
- Practices began in late August.
- Ponderosa's team placed 5th out of 12 schools at their first meet.

Assessments
- Students are currently completing the EasyCBM universal screener.
- Results will help teachers track and support student growth throughout the year.

MTSS Walkthrough
- The school's MTSS team is conducting its first walkthrough this week.
- Focus is on adapting instruction to meet the needs of all students.

Dads on Duty
- The PTO-sponsored "Dads on Duty" program continues this year.
- Fathers and male volunteers greet students, provide positive support, and add extra supervision during arrival times.
- Program is helping to build a positive school culture.

Open House
- Scheduled for Thursday, 6:00–7:30 p.m.
- Families will meet teachers and learn about classes.
- Principal Mr. Lemieux will begin the event in the main gym before families visit classrooms.

Closing Remarks
- Students expressed excitement for the year ahead.

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- They thanked the Board for the opportunity to share highlights from Ponderosa Middle School.

3.2. Monthly Financial
Presenter: Daymond Monteith, Director of Operations

Overview of Financial Documents
The board received three financial documents covering all transactions, revenue, and expenses through August 31. At this point in the fiscal year, the report is preliminary because:

- The district has not yet run its first full payroll (scheduled for September).
- Revenue appears artificially high due to receiving two State School Fund payments in July, which skews the budget snapshot.

Enrollment & Budget Forecasting
- The district's budget is closely tied to student enrollment (Average Daily Membership).
- Forecasts for the budget were made in January, with the hope that students would show up in September as projected.
- Current enrollment figures (forecast vs. actual):
  - Kindergarten: Forecast 200; actual 188 (down 12).
  - Grades 1–8: Forecast 1,577; actual 1,580 (up 3).
  - High School: Up 25 students.
  - Overall: +16 students compared to projections.

These numbers are encouraging because they indicate that the expected students in September, which stabilizes budget assumptions.

Monitoring & Next Steps
- Enrollment will continue to be tracked monthly throughout the school year to monitor fluctuations, which directly affect revenue.
- The superintendent emphasized that small variations at this point are likely normal noise, not a trend.
- Kindergarten forecasts are based on birth rates five years ago, which proved to be 6% off—still considered very close for planning purposes.

Key Takeaway
The district's financial position is on track with expectations for this point in the year. Although the revenue picture looks unusual because of early payments, enrollment figures are largely aligning with forecasts, which supports a stable budget outlook moving forward.

4. NEW BUSINESS/ACTION ITEMS
Presenter: Andrew Biggs, Board Chair

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No new business

5. OLD BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

No old business

6. BOARD MEMBER COMMENTS

Presenters: 2025-2026 Board Members

Summary of Vanessa Bennett's Closing Comment:

Vanessa began by acknowledging that her remarks were a little different than usual for an end-of-year comment. She expressed heartfelt appreciation for everyone involved in responding to the recent incident at Ponderosa Middle School. Speaking both as a board member and as a parent, she said she felt very well-informed throughout the situation and appreciated the communication she received.

She highlighted the importance of the visible police presence at the school the following day, noting how meaningful it was for students to see that support after a scary event. Vanessa also shared that she personally spoke with her son about the incident and recognized how intimidating such events can be, especially at the start of a school year.

She closed by thanking everyone who contributed to handling the situation so effectively and expressed her hope that everyone had a good summer and is ready for a great year ahead.

Summary of Kelsey Bitzer's Closing Comment:

- Welcomed everyone back at the start of the new school year.
- Thanked Superintendent Ryan for attending the "Dads on Duty" event that morning, noting that his presence meant a lot even though students may not have realized who he was.
- Highlighted KU's fun kickoff to the year, describing the slip-and-slide event at Moon Rock Field for high schoolers.
- Shared that she volunteered at the event by handing out popsicles with other booster parents and was impressed with the inclusive atmosphere.
- Noted that upperclassmen encouraged freshmen and all students, regardless of activities or groups, to participate.
- Described the event as heartwarming and a positive way to start the year, commending KU for the successful kickoff.

Summary of Nicole Trejo's Closing Comment:

- Shared that, as a new board member, she has been reading board materials (the entire binder) carefully and highlighted the importance of understanding the board's role.

- Noted that the handbook repeats key responsibilities several times—particularly the board's duty to hire the superintendent and set policy to ensure a focus on student achievement above all else.
- Reflected that while this focus on student achievement is clear and strong in writing, it is more challenging to carry out in practice, but she intends to keep it at the forefront of her work on the board.
- Mentioned a national survey showing that increased student achievement is the number one priority parents want from schools, reinforcing her commitment to this goal.
- Concluded by expressing excitement about working with the board to implement strategies that keep student achievement as the highest priority.

Summary of Andrea Jensen's Closing Comment:

- Suggested that the board review Policy IKH (Credit for Proficiency), which was last updated in 2017, to clarify expectations for awarding credit—especially for athletes participating in club sports at the JV and varsity levels.
- Noted that the current policy language appears unclear and may not have been used consistently in recent years.
- Asked whether a motion was needed to add the topic to a future agenda.
- Mr. Brown confirmed that the policy manual is under review and that the policy will come before the board at a future meeting; he also explained the current process for students to obtain credit for participation in sports.
- Andrea emphasized that, whatever the board decides, it will be important to clearly communicate the policy to parents so they are aware of this option.

Summary of Trina Perez's Closing Comment:

- Welcomed back families, students, and staff at the start of the new school year.
- Expressed regret at not being able to attend the Welcome Back event but noted she heard positive feedback about the speaker's encouraging message.
- Emphasized the importance of the Capturing Kids' Hearts approach—recognizing and leading all students and families who enter the schools each day.
- Encouraged everyone to continue that spirit of care and leadership throughout the year with one another as well.
- Concluded by expressing happiness to see those attending the meeting.

7. CLOSING COMMENTS FROM THE CHAIR

Presenter: Andrew Biggs, Board Chair

Summary of Andrew's Closing Comments:

- Thanked everyone for their work and emphasized that the board functions democratically, where every member's voice matters equally.

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- Stressed that for most families, schools are the most impactful part of government, affecting not only student outcomes but also the community's economic development and ability to attract professionals.
- Shared that his personal goal as board chair is to prioritize student achievement**,** referencing training materials and OSBA guidance suggesting boards devote at least 50% of their meeting time to student outcomes.
- Noted Klamath Falls City Schools performs better than expected given poverty rates but cautioned that Oregon as a whole ranks very low nationally, showing there is still significant room for improvement.
- Urged the board to analyze student achievement data as carefully as a corporate board analyzes profit-and-loss data, and to constantly ask questions about best practices, funding, and results.
- Highlighted declining enrollment as the district's second-biggest challenge, explaining that reversing the outflow of students would increase funding, expand program offerings, and strengthen the district's appeal to families.
- Encouraged using rigorous academic programs—such as AP courses—to attract and retain students while broadening opportunities for all.
- Concluded by affirming his respect for the board and community members and his commitment to tackling difficult issues to ensure the district delivers the best possible education.

Summary of Nicole's Comments:

- Shared a personal story about growing up in a very low-income household and how access to a single AP class in high school changed her life.
- Emphasized the importance of offering challenging and rigorous classes to all students**,** regardless of their background, because opportunity can be transformative.
- Stated her belief that when one group of students rises, everyone benefits, and that offering advanced coursework is an act of equity rather than elitism.
- Expressed her passion for ensuring every student—no matter their home situation—has a chance to achieve more than they started with.

Summary of Trina's Comments:

- Praised Mississippi's statewide, top-down approach to raising student achievement and noted that Oregon and local boards could benefit from similar leadership from the state level.
- Suggested that the district consider budgeting for a staff position focused solely on data analysis to relieve other staff and better connect budget decisions with student achievement results.
- Recalled a previous data discussion with Eagle Ridge staff and emphasized the value of a system-wide K-12 view, especially given student mobility caused by housing and other issues.

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- Expressed strong support for both AP courses and expanded electives such as engineering and health programs, noting the importance of challenging all students while also preparing them for a wider variety of modern careers.
- Highlighted that not all students want to follow in their parents' footsteps and stressed the need to encourage students to explore and develop their own unique gifts and talents.
- Stated that high standards—not perfectionism—should be the norm across the district, with instructors playing a critical role in recognizing and nurturing each student's potential.
- Voiced appreciation for the progress made since Eagle Ridge came under the Klamath Falls City Schools umbrella and for new leadership and program opportunities that broaden horizons for all students.
- Concluded by affirming that collaboration, opportunity, and recognition of student individuality are key to boosting student achievement district-wide.

Summary of Vanessa's Comment:

- Agreed with and appreciated the conversation around student opportunities and board goals.
- Reflected on her four years of board service and her lifelong connection to Klamath Falls City Schools, noting pride in the district and its impact on students.
- Highlighted that while AP courses benefit many students, they are not the right fit for everyone; stressed the importance of also investing in CTE programs and summer school opportunities**.**
- Shared an example of an eighth-grade student with special needs who participated in summer school construction activities. This experience "changed her whole world," sparking enthusiasm for hands-on learning at Eagle Ridge and at home.
- Emphasized the value of providing diverse pathways—such as health occupations and partnerships with Sky Lakes—to give students meaningful career opportunities and encourage them to stay in the community.
- Concluded by expressing excitement for the board's future work, appreciation for fellow board members' time and volunteer service, and gratitude for the opportunities now available to students.

8. ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

The Klamath Falls City Schools Board of Education will meet in Executive Session which is being held pursuant to ORS 192.660(2)(d) To conduct deliberations with persons you have designated to carry on labor negotiations.

Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room.

Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.

Andrew recessed at 6:55 pm

9. EXECUTIVE SESSION

Presenter: Andrew Biggs, Board Chair

ORS 192.660(2)(d) To conduct deliberations with persons you have designated to carry on labor negotiations.

Discussion Items:

- **Overview of Current Labor Groups**
  - Review of the district's represented groups, including: KFACE, KFEA, Non-represented, CPOKF, Confidential, and Administrators
  - Clarification of the status of each collective bargaining agreement
- **Bargaining Process, Timeline, and Impacts**
  - Explanation of the district's approach to bargaining with each group.
  - Potential impacts of negotiations on budget and staffing.
- **Next Steps**
  - Continued negotiation meetings

10. ADJOURNMENT OF EXECUTIVE SESSION

Presenter: Andrew Biggs, Board Chair

Andrew adjourned the executive session at 8:17 PM

11. RETURN TO PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

Andrew returned the meeting open to the public at 8:18 PM

12. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair
Adjournment Time: 8:18 PM

Approved by: _____ Date: _____

2. Approval of Current Agenda
3. Approval of Personnel Agenda 15

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Personnel

Month: **10/13/2025**

Administration recommends approval of the following Certified hires for the 2025-2026 School Year

Name	School	FTE	Hire Date	Contract	Position
Megan Hudgeons	Mills	1	10/14/2025	Temporary	Teacher
Megan Risher	Roosevelt	1	1/2/2026	Temporary	TOSA

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2025-2026 School Year

Name	School	FTE	Resignation Date	Position
Holden Sukut	Ponderosa	1	9/30/2025	Teacher
Elaine Meis	KLC	1	6/15/2026	Teacher
Megan Risher	Roosevelt	1	1/1/2026	Teacher

3. **REPORTS**
    1. Klamath Union High School Student Report 17

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

KU Board Report
October 13, 2025

KU Highlights presented by Talan Chancellor and Ariah Miller

- Homecoming week was very successful. The students had a great time at the dance to finish off the week.
- Parent Conferences were held last week. KU barbequed burgers and dogs for staff and parents on Wednesday and Thursday night.
- Mr. Dean is working very hard to build the choir program. Wednesday morning, I was serenaded by the men's octet during bus duty.
- The 9th Grade On Track Team is working hard on student transitions as we move into the back half of the first quarter.
- The KU Mountain Biking Team were victorious in Newport last week. They qualified for the Oregon State Meet on October 18th.

CTE:

- Health Occupations hosted a joint tour with Sky Lakes to showcase how funds were spent on the $444,000 Future Ready Oregon Grant awarded last year. The tour highlighted new classes and equipment at KU, the new Regional CTE Center at the Mable Linksey Pavillion, student observers , unit ambassador programs, and other earn-while-you-learn programs at Sky Lakes Hospital.
- Ready, Set, Innovate! Is set for Nov. 7th at Oregon Tech. KU will send 25 students from all five CTE programs in

interdisciplinary teams to create an innovative solution to a problem facing the Klamath Basin today. The competition will culminate in public presentations with students receiving feedback on their innovative ideas, teamworking skills, and professionalism from a panel of judges.

- The Business Program will be hosting the first regional DECA competition of the year Nov. 14th at Oregon Tech. If you are interested in being an event judge, please reach out to Mr.McPherson.
- Culinary III is launching a bold new partnership with Sky Lakes Medical Center. KU students will travel to Sky Lakes to intern in the Sky Lakes cafeteria learning the culinary and professional skills required to feed a large hospital population.

Counseling:

- PSAT and PreACT will be given to 10th and some 11th grade students in the next 4 weeks.
- Counselors are supporting our “On Track” work and reviewing all transcripts starting with upper classmen to make sure we are on track to graduate or have a plan for a fifth year.

Athletics:

- KU Volleyball is halfway through League play and sitting in a tie for 2nd place. We hope to finish strong and earn a spot in the playoffs. Let’s go!!
- Boys and girls soccer are both ranked in the top 10, playoff bound, and fighting for the Skyline conference title.

- XC has been running strong all season. Look to see both the girls and boys teams to compete at state with the girls team being a top contender for the XC Title. GO PELS!!

2. Eagle Ridge New Tech High School Student Report 21

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Eagle Ridge New Tech High School

Board Meeting Student Report - October 13, 2025

Eagle Ridge Open House



Eagle Ridge New Tech High School welcomed students and parents for an evening of food and connection. Student ambassadors representing Eagle Ridge's FFA club, Leadership Team, and the Freshman class lead guests on tours and through activities. In addition to the activities, Eagle Ridge New Tech's CTE programs were also represented. Our Construction program, taught by David Parker, welcomed guests to the woodworking bays. Dylan Houser, our Agriculture Manufacturing teacher, had demonstrations of the different designs for manufacturing. Cathy Smith, our Agriculture Science and Technology teacher, provided examples of the work that is currently being done in the Ag program, as well as the work that will be done in the future. The Business/Marketing/Broadcasting program, led by Jackie Lancaster, was facilitated by students from the program. Eagle Ridge is looking forward to a robust year of learning for our students, both from Eagle Ridge and eighth graders from Ponderosa Middle School.

Eagle Ridge Annual Game Night



Once again, students at Eagle Ridge kicked off the new year with the 2nd Annual Game Night. Students joined together to play video games, board games, and group games. Fun was had competing for prizes in a Pickleball tournament and watching the Camel Races. In addition, there

were door prizes, food, and a time to connect. The evening included students from all of the classes, from Seniors, Juniors, Sophomores, and Freshmen.

South Eastern District Soils Evaluation

October 1, 2025 Ten Eagle Ridge FFA members proudly represented our chapter at the Southeastern Soil Career Evaluation Event, where both Eagle Ridge teams took home first place in the Beginning and Advanced divisions!

About the Competition

South Eastern District Soils Beginning Division (Individual Results)

1. Aden Jimenez – 1st
2. Noelle Perez – 2nd
3. Madison Pennington – 3rd
4. Sherry Schei – 4th
8. Aysha Hernandez – 8th

South Eastern District Soils Advanced Division (Individual Results)

1. Rose Purkhiser – 1st
2. Ela King – 2nd
7. Jessica Schei – 7th
8. Braydon Berhurt – 8th
11. Kimberly Garcia Tellez – 11th



FAFSA Night

Eagle Ridge and Klamath Learning Center recently hosted a joint FAFSA Night to help seniors take their next big step toward college and career readiness. Participation was strong across both campuses, with nearly all Eagle Ridge seniors and many KLC students getting their FAFSA started that evening.

A follow-up session will be held on October 9th for students who still need to complete their

application or want to check in while meeting with teachers. In addition, a larger FAFSA event is being planned for the end of the month to make sure every senior finishes the semester with their FAFSA submitted and a clear plan for what's next.

Night School Program

Eagle Ridge has launched a new Night School program focused on credit recovery and ongoing academic support. The program is led by Mr. Michael Myers (the teacher, not the horror movie guy) with support from our new paraeducator [insert name].

Currently, 17 students are enrolled, including several from Klamath Union, which demonstrates the program is already expanding beyond Eagle Ridge. Students are using this time to earn back credits, strengthen academic skills, and stay on track for graduation. More subjects and supports will be added as the program continues to grow throughout the semester.

College Coursework and Readiness

At Eagle Ridge and KLC, there is a strong emphasis on college and career readiness, encouraging students to challenge themselves through early college opportunities. Currently, approximately 40% of our seniors at Eagle Ridge are enrolled in college classes through Klamath Community College's College Now program, and most are taking two or more classes this semester.

We're already seeing that same motivation showing up in younger students, too. The new 8th-grade CTE wheel has sparked considerable interest from students who want to accelerate their progress and start preparing for college or technical classes earlier. It's great to see that mindset spreading; more students are realizing that advanced classes aren't just for later, they're something they can take on right now while they're still in high school.

KLC Career Partnerships

Klamath Learning Center continues to expand its partnership with Klamath Works, providing students with hands-on opportunities to develop construction and retail skills while earning real paychecks. To remain eligible, students must remain engaged in school and actively participate in their classes, striking an outstanding balance between learning and working.

Starting next Friday, KLC students will also begin seminars and field trips with Klamath Works to enhance job-readiness skills and explore various career paths available in the Basin. The partnership is helping students leave high school with not just a diploma, but the experience and confidence to enter the workforce successfully.

Looking Ahead

Both Eagle Ridge and KLC are focused on maintaining momentum, supporting students academically, building stronger community connections, and preparing every student for what comes next after graduation.

3. Ponderosa Student Report 25

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Ponderosa Board Report
September 10/2025

Speaker 1:

Good evening, Board Members and Superintendent. Thank you for having us here tonight.
We're excited to share some of the great things happening at Ponderosa Middle School.

September Highlights - Speaker 2

• September 11 – Open House
Families met teachers, toured classrooms, and learned about programs. It was a great turnout and a strong start to the year.

• September 19 – Picture Day
Students dressed their best and represented Ponderosa with pride.

• September 25 – Playworks Visit
Playworks came to evaluate our outdoor lunch and recess spaces. They gave us ideas to improve structure, safety, and inclusion during break time.

Sports and Activities - Speaker 1

We're proud of our student-athletes this season. Cross Country, Volleyball, and Pop Warner Football are all in full swing.

• Volleyball
Mr. Woodley said this is the best he's seen the team play. He credits the coaches for their hard work and for aligning with KU's program and using rotations effectively.

• Cross Country
Athletes are breaking personal records and building great team spirit. They even do karaoke on the bus rides.

- Hosted a meet at Moore Park on September 25
- Held Midnight Miles on September 27

• Pop Warner Football
Players are representing Ponderosa proudly. It's always fun to see them wearing their jerseys on game day.

Staff Professional Development - Speaker 2

Our teachers have been busy learning and improving instruction during early release Wednesdays.

• September 17 – Dyad Reading Training
Dyad Reading helps students build fluency and confidence by reading aloud with a partner.

That same day, our Math Team worked with consultant Jason Bragg to strengthen math instruction and problem-solving strategies.

• September 24 – "Dig Into Data" Day
Teachers analyzed student performance and created schoolwide goals around the Basic 5:

- Positive-to-corrective interactions
- Student engagement
  Explicit teaching
- Opportunities to respond (OTRs)
- Academic vocabulary

Family Engagement - Speaker 1

• October 8–9 – Parent-Teacher Conferences
Families met with teachers to talk about student progress and goals for the year.

Upcoming Events - Speaker 2

• October 15 – Math Meet & Dyad Reading Practice
Staff will continue their work with Jason Bragg and practice Dyad Reading strategies.
Teachers will also complete the CKH survey.

• October 16 – Active Threat Training
Staff will train with the Klamath Falls Police Department and our School Resource Officers from 4:00–6:00 p.m.

• October 22 – All-Staff PD
Focus: Opportunities to Respond (OTRs) in writing, STAR reading, and Claim-Evidence-Reasoning.
Teachers bring text examples from their own classrooms.

• October 23 – Band Concert
We'd like to invite the Board to attend. Our students have been working hard to prepare.

• October 24 – Fall Dance
Students must have no major behavior referrals between October 13–24 to attend.
It's a great incentive to stay focused and show positive behavior.

• October 29 – CKH Meet and Greet
Our CKH Ambassadors will help lead this event to strengthen school culture and relationships.

Speaker 1:

We're proud of our students, staff, and teams for showing what it means to be part of Ponderosa.

Speaker 2:

Thank you for supporting our school and for giving us the chance to share what's happening this fall.

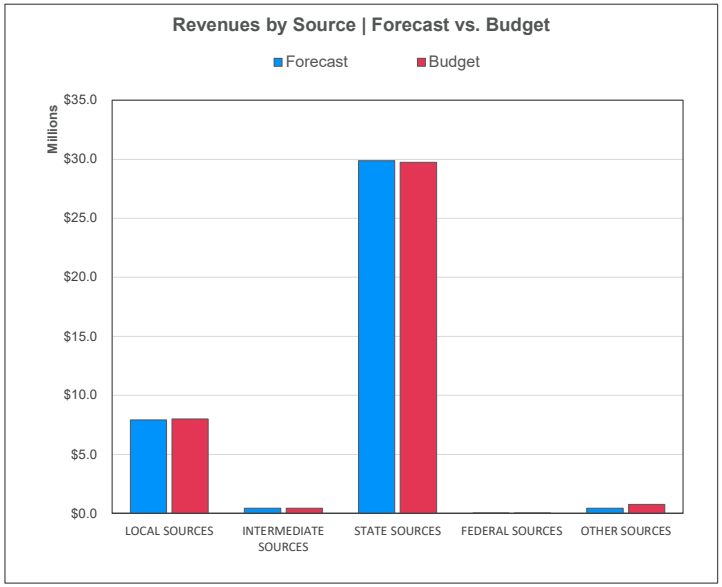
4. Monthly Financial Report 28

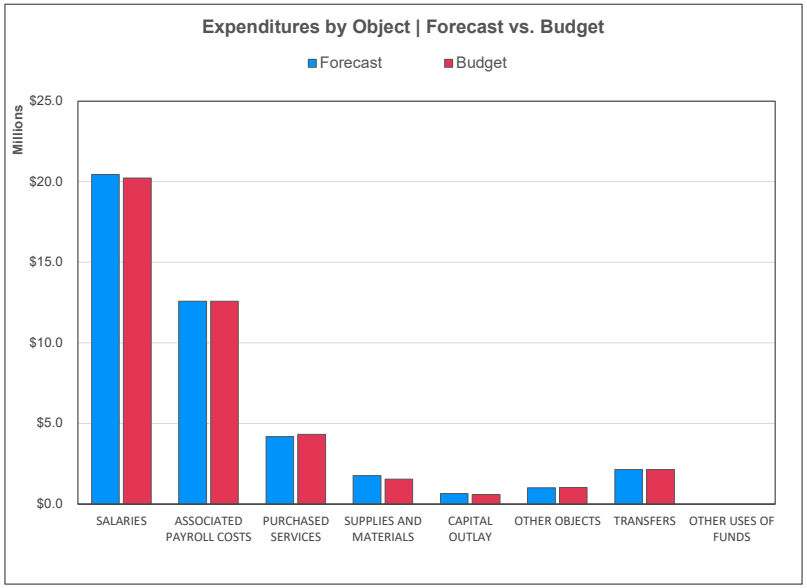
Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

100 General fund | Financial Projection by Object

For the Period Ending September 30, 2025

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	$ 6,090,248	$ -	$ -	$ -	$ 3,437,402	$ (3,437,402)
REVENUES						
Local Sources	740,264	320,096	7,609,523	7,929,619	8,002,200	(72,581)
Intermediate Sources	277,567	32,636	395,027	427,662	435,000	(7,338)
State Sources	9,168,041	9,835,537	20,058,396	29,893,933	29,746,375	147,558
Federal Sources	25,433	-	35,000	35,000	35,000	-
Other Sources	125	-	442,644	442,644	752,500	(309,856)
TOTAL REVENUE	**$ 10,211,429**	**$ 10,188,269**	**$ 28,540,589**	**$ 38,728,858**	**$ 38,971,075**	**$ (242,217)**
EXPENDITURES						
Salaries	$ 2,406,966	$ 3,027,781	$ 17,423,065	$ 20,450,845	$ 20,232,010	$ (218,835)
Associated Payroll Costs	1,436,118	1,815,372	10,771,062	12,586,434	12,578,086	(8,348)
Purchased Services	695,183	752,875	3,419,571	4,172,446	4,323,562	151,116
Supplies and Materials	398,328	666,545	1,087,024	1,753,569	1,536,271	(217,298)
Capital Outlay	168,631	95,230	551,203	646,432	581,634	(64,798)
Other Objects	687,508	873,391	128,926	1,002,316	1,031,160	28,844
Transfers	-	-	2,125,754	2,125,754	2,125,754	-
Other Uses of Funds	-	-	-	-	-	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	**$ 5,792,734**	**$ 7,231,192**	**$ 35,506,604**	**$ 42,737,796**	**$ 42,408,477**	**$ (329,319)**
SURPLUS / (DEFICIT)	**$ 4,418,696**	**$ 2,957,077**	**$ (6,966,015)**	**$ (4,008,938)**	**$ (3,437,402)**	
ENDING FUND BALANCE				**$ (4,008,938)**		





100 General fund | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending September 30, 2025

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals		Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals
STATE SCHOOL FUND FORMULA:																
Local Taxes	69,117	46,868	35,519	16,201	5,751,330	610,943	100,438	65,558	102,602	58,152	40,119	163,100	7,059,946		7,100,000	151,503
County School Funds	-	13,042	19,594	135	259	39	-	9,712	4,666	256	758	15,959	64,419		35,000	32,636
State School Fund	4,918,173	2,458,598	2,458,766	2,379,961	2,377,205	2,378,454	1,372,127	2,445,831	3,433,970	2,342,106	2,964,581	104,966	29,634,738		29,361,993	9,835,537
Common School Fund	-	-	-	31,156	31,120	31,137	17,963	32,019	44,955	30,661	38,810	1,374	259,194		384,382	-
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
SSF Formula Total	**4,987,290**	**2,518,507**	**2,513,879**	**2,427,453**	**8,159,915**	**3,020,572**	**1,490,528**	**2,553,119**	**3,586,193**	**2,431,176**	**3,044,267**	**285,399**	**37,018,298**		**36,881,375**	**10,019,676**
Local Sources (1000)	39,715	42,632	86,246	22,513	45,727	91,224	57,215	52,878	126,971	57,886	72,733	173,933	869,673		902,200	168,593
Intermediate Sources (2000)	-	-	-	1,543	2,959	444	-	110,993	53,327	2,928	8,660	182,389	363,243		400,000	-
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	17,176	17,824	-	35,000		35,000	-
Other Sources (5000)	-	-	-	-	318	664	-	-	-	439	1,080	440,144	442,644		752,500	-
Total Operating Revenue	**5,027,005**	**2,561,139**	**2,600,125**	**2,451,510**	**8,208,919**	**3,112,904**	**1,547,744**	**2,716,989**	**3,766,491**	**2,509,604**	**3,144,563**	**1,081,865**	**38,728,858**		**38,971,075**	**10,188,269**
Beginning Fund Balance (5400)	3,437,402	-	-	-	-	-	-	-	-	-	-	-	3,437,402		3,437,402	-
Total Monthly Revenues	**8,464,407**	**2,561,139**	**2,600,125**	**2,451,510**	**8,208,919**	**3,112,904**	**1,547,744**	**2,716,989**	**3,766,491**	**2,509,604**	**3,144,563**	**1,081,865**	**42,166,260**		**42,408,477**	**10,188,269**
CUMULATIVE RESOURCES	**8,464,407**	**11,025,546**	**13,625,671**	**16,077,181**	**24,286,100**	**27,399,004**	**28,946,747**	**31,663,737**	**35,430,227**	**37,939,832**	**41,084,395**	**42,166,260**				
EXPENDITURES BY OBJECT																
Salaries (100)	555,116	621,230	1,851,435	1,845,475	1,834,181	1,833,226	1,862,337	1,332,462	1,752,707	1,720,736	1,848,294	3,393,647	20,450,845		20,232,010	3,027,781
Employee Benefits (200)	345,448	388,131	1,081,792	1,116,076	1,158,507	1,112,248	1,135,014	828,360	1,058,549	1,065,313	1,133,363	2,163,631	12,586,434		12,578,086	1,815,372
Purchased Services (300)	284,051	215,017	253,807	357,734	327,686	329,540	361,276	380,664	424,087	336,183	414,891	487,511	4,172,446		4,323,562	752,875
Supplies & Materials (400)	303,038	138,240	225,267	147,213	117,075	90,048	95,665	124,021	113,049	129,972	163,758	106,223	1,753,569		1,536,271	666,545
Capital Outlay (500)	-	52,381	42,849	9,626	232,824	11,408	10,507	62,560	14,340	435,581	73,923	(299,567)	646,432		581,634	95,230
Insurance/Other (600)	86,905	713,124	73,361	26,138	9,806	14,046	10,241	1,683	16,791	9,436	31,089	9,696	1,002,316		1,031,160	873,391
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	2,106	4,102	2,119,546	2,125,754		2,125,754	-
Total Operating Expenditures	**1,574,558**	**2,128,123**	**3,528,511**	**3,502,261**	**3,680,078**	**3,390,517**	**3,475,040**	**2,729,750**	**3,379,524**	**3,699,328**	**3,669,419**	**7,980,687**	**42,737,796**		**42,408,477**	**7,231,192**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Total Monthly Expenditures	**1,574,558**	**2,128,123**	**3,528,511**	**3,502,261**	**3,680,078**	**3,390,517**	**3,475,040**	**2,729,750**	**3,379,524**	**3,699,328**	**3,669,419**	**7,980,687**	**42,737,796**		**42,408,477**	**7,231,192**
CUMULATIVE EXPENDITURES	**1,574,558**	**3,702,682**	**7,231,192**	**10,733,453**	**14,413,531**	**17,804,048**	**21,279,088**	**24,008,838**	**27,388,362**	**31,087,690**	**34,757,109**	**42,737,796**				
Month-end Fund Balance	**6,889,849**	**7,322,865**	**6,394,479**	**5,343,728**	**9,872,569**	**9,594,956**	**7,667,659**	**7,654,898**	**8,041,865**	**6,852,142**	**6,327,286**	**(571,536)**				**2,957,077**

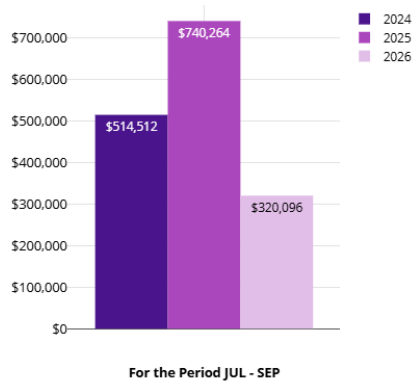
Budget Management A

frontline Analytics

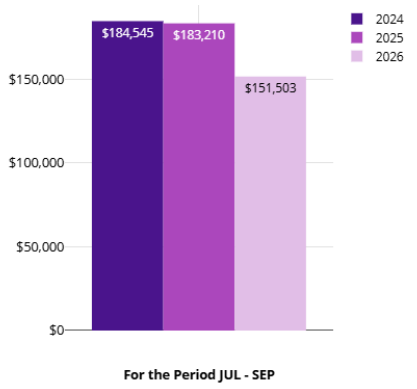
2025-2026 Klamath Falls City Schools
General Fund
YTD Overview - Revenue September 2025

YTD Local Sources	YTD State Sources	YTD All Sources (except 5400s)
4.00% of Budget	33.06% of Budget	26.14% of Budget
Prior Year YTD: 7.96% of Actuals	Prior Year YTD: 32.53% of Actuals	Prior Year YTD: 26.36% of Actuals

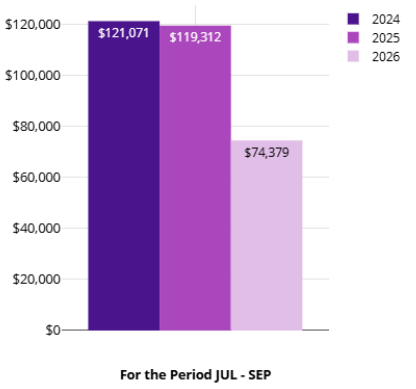
Local Sources (1000s)



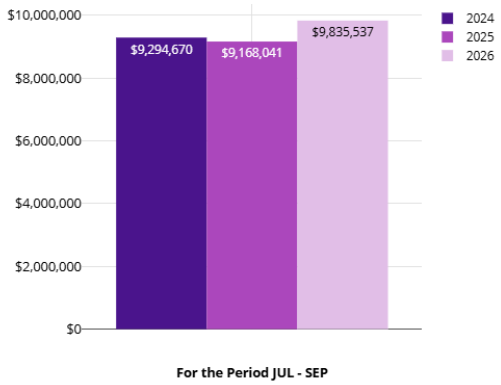
Property Taxes (1100s)



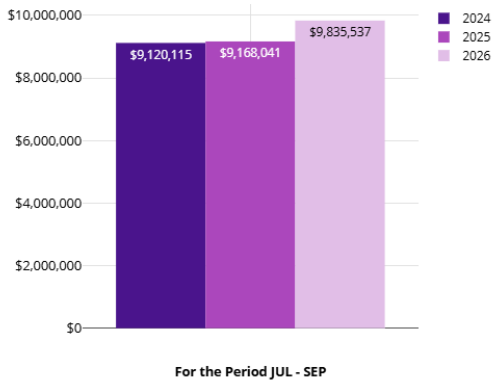
Interest Earnings (1500s)



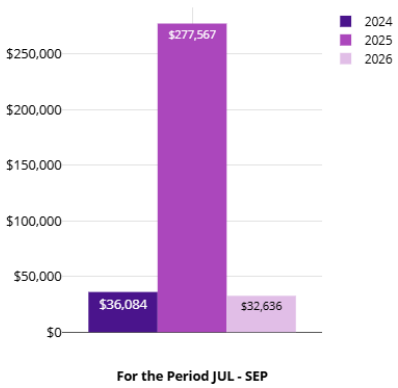
State Sources (3000s)



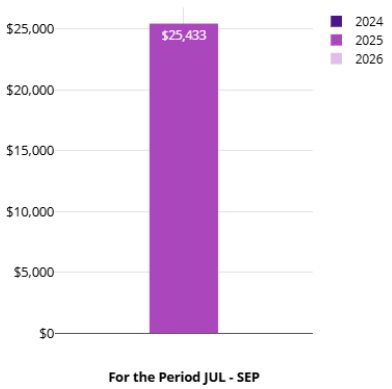
State School Fund (3101)



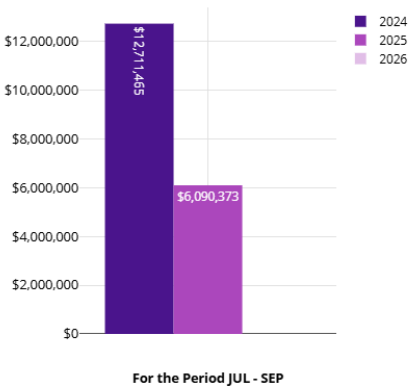
Intermediate Sources (2000s)



Federal Sources (4000s)



Other Sources (5000s)



2025-2026 Klamath Falls City Schools
General Fund
YTD Overview - Expense September 2025

YTD Salary and Benefits

14.76% of Budget

Prior Year YTD: 12.31% of Actuals

YTD Purchased Services

17.41% of Budget

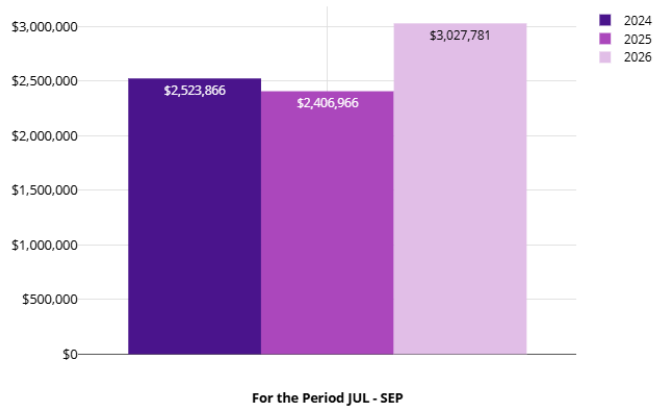
Prior Year YTD: 19.25% of Actuals

YTD Other Expenses

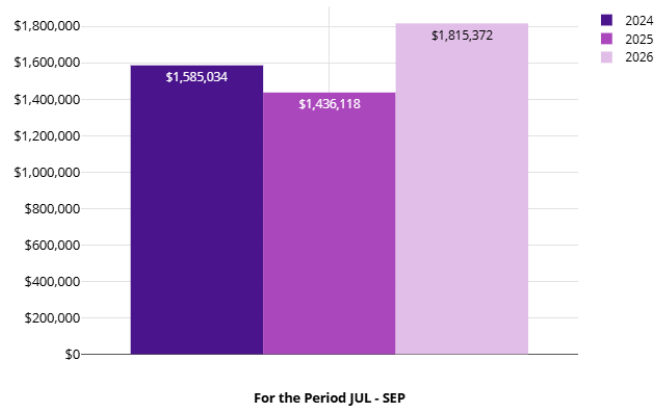
31.00% of Budget

Prior Year YTD: 39.22% of Actuals

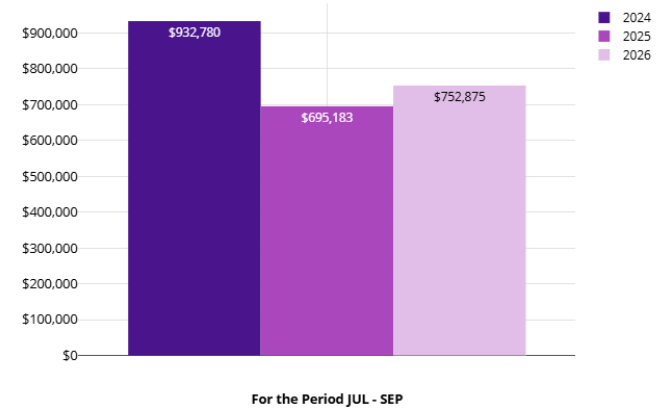
Salaries (100s)



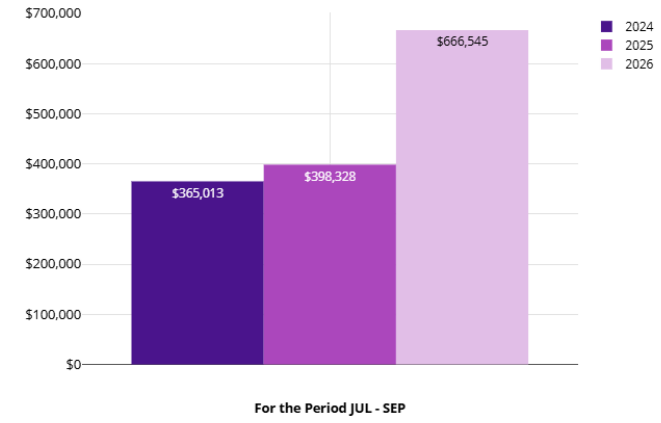
Benefits (200s)



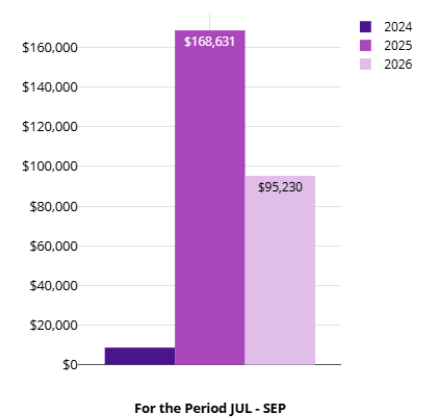
Purchased Services (300s)



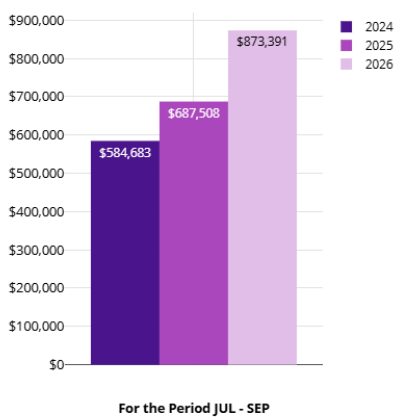
Supplies (400s)



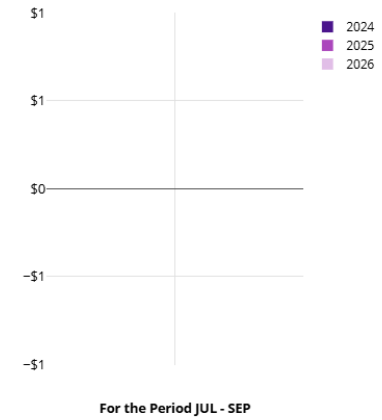
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



5. 2024-2025 Integrated Plan Report (includes SIA, M98, and Early Literacy Grants) 33

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Falls City School - IP Annual Report 23-25

Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
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)? Discuss at least one Outcome where you have seen progress in implementation.	We made steady progress on our progress markers throughout the 23-24 school year. One particular bright spot was around using our equity lens to select updated instructional materials and professional development for staff in using those materials. While it is difficult to make a direct correlation between this work and student outcomes, we did see improvements in OSAS scores for several of our schools which we believe is due to the new materials and professional development to support those materials. Our focus on Tier I appears to be paying off for our students including our historically underperforming student populations.	As we reflect on the implementation of our plan across 2023-24 and into 2024-25, we see clear connections between our progress markers, plan strategies, and our Longitudinal Performance Growth Targets (LPGTs). A central theme has been our consistent use of the district equity lens in decision-making, particularly in the adoption of updated instructional materials and the professional development provided to staff to ensure effective use of those resources. One outcome where we have seen strong progress is in strengthening Tier I instruction. Through intentional professional learning and alignment of curriculum resources, we have increased teacher capacity to deliver high-quality, standards-based instruction that is more responsive to diverse learners. This emphasis has been particularly beneficial for our historically underperforming student populations, who are now experiencing improved access to rigorous and relevant instructional materials. 33 While it is always challenging to attribute growth to a single initiative, we believe this focus on Tier I instructional improvement is a significant factor in the improvements observed in OSAS scores across several schools. These gains suggest that our strategies are moving us toward the outcomes outlined in our plan-closing achievement gaps, improving academic outcomes for all students, and supporting growth toward our LPGTs. Looking forward, KFCS remains committed to deepening this work. Continued professional development, monitoring of progress markers, and refinement of instructional practices will be key to sustaining the momentum we have built and ensuring that our students-especially those historically underserved-continue to make measurable academic progress.
AR2	Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes	Our biggest barrier is around teacher buy-in. Selecting materials and providing Professional Development to staff is one	In past years, one of KFCS's biggest barriers to progress was teacher buy-in and consistency of implementation. While selecting high-quality instructional materials and providing professional

	and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	thing, but getting staff to buy into using the new materials with evidence-based practices in a completely different matter. While this is a challenge, we are working through it by a bottom-up approach with the use of implementation teams at all our school sites. The goal of these teams is to enact our plans, monitor progress, support teachers when progress is not being made, and modify plans as needed. Teams report progress to the District Office regularly to ensure the District Office is providing support and resources as needed.	development laid the foundation, helping teachers fully embrace and implement those materials with fidelity was a challenge. During the 2024-25 school year, however, we made significant gains in this area. Thanks to the work of our school-based implementation teams, we saw substantial growth in the number of elementary teachers consistently using the UFLI and Bookworms ELA curriculum. These teams have been instrumental in monitoring lessons, coaching teachers, and providing targeted support when challenges arise, which has built confidence and increased fidelity of practice across classrooms. This progress has translated into real results for students. District-level assessments show measurable improvements that we believe are directly connected to stronger, more consistent Tier I instruction. These gains are especially encouraging for our historically underserved student populations, who are benefiting from equitable access to high-quality, evidence-based materials. While teacher buy-in remains an area of ongoing attention, the momentum of this past year demonstrates that our strategies are working. The growth we have seen not only reduces barriers but also strengthens our alignment with the Longitudinal Performance Growth Targets (LPGTs) and outcomes in our plan. We are confident that continuing to support implementation teams and deepen teacher engagement will help sustain this progress and accelerate achievement for all students.
AR3	2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.		As we review our Longitudinal Performance Growth Targets (LPGTs) alongside the most recent accountability data, we see areas of both growth and continuing challenge. Several indicators show encouraging movement toward our targets, while others reinforce the need for strategic adjustments. Progress on ELA and Mathematics Proficiency At the elementary level, English Language Arts (ELA) proficiency for all students increased from 29.9% in 2022-23 to 36.9% in 2023-24, and remained steady at 35.7% in 2024-25. This is aligned with our

			LPGT for 3rd grade ELA, which set a 2024-25 target of 31.0% proficiency-a target we surpassed. This improvement is a direct reflection of our districtwide adoption and growing fidelity of use with the Bookworms and UFLI ELA curricula, supported by strong professional development and the monitoring provided by our school-based implementation teams. In mathematics, elementary achievement also demonstrated stability, with 31.2% meeting standards in 2022-23, 33.7% in 2023-24, and 33.3% in 2024-25. While this rate is slightly below the long-term state goal of 80%, it aligns with our incremental LPGT trajectory (2024-25 target of 32.0% proficiency). Again, this reflects the positive momentum generated through improved Tier I instruction and the integration of high-quality instructional materials. 9th Grade On-Track and Graduation Our 9th Grade On-Track metric has been more challenging. In 2024-25, 61.4% of students were on-track, slightly below our LPGT target of 69.0%. While this represents a decline from 70.7% in 2022-23, it underscores the importance of continuing to strengthen early warning systems, provide interventions, and support transitions from middle to high school. Graduation rates continue to require focused attention. The four-year cohort graduation rate was 60.2% for the 2020-21 cohort, which remains below our 2024-25 LPGT target of 76.3%. Similarly, the five-year completion rate of 74.7% fell short of the target of 82.8%. These gaps highlight the need to strengthen pathways for credit recovery, expand student engagement strategies, and maintain close monitoring of high school cohorts. Regular Attendance Attendance remains a critical area. In 2024-25, K-5 Regular Attenders rose to 66.5%, an improvement from previous years but still short of the LPGT baseline target of 61.5% overall. While progress is evident, chronic absenteeism continues to

			disproportionately affect students experiencing poverty and historically underserved groups, indicating this must remain a high-leverage focus. Reflections and Future Shifts Our activities are clearly supporting progress toward LPGTs where fidelity of implementation is strongest. The measurable improvements in ELA proficiency and attendance at the elementary level demonstrate the impact of aligned curriculum, professional learning, and implementation team supports. These successes suggest that our approach to Tier I instruction is working and should be continued. Looking forward, KFCS will: Expand implementation support at the secondary level, with particular focus on 9th Grade On-Track interventions and high school engagement strategies. Deepen attendance initiatives, especially targeting historically underserved populations, through family engagement, early intervention, and partnerships. Strengthen transitions between middle and high school to better support credit attainment and pathways toward graduation. Overall, while not all metrics have met their 2024-25 LPGT targets, our trajectory-especially in early literacy-indicates that the strategies we have prioritized are paying off and provide a strong foundation for accelerating growth toward our long-term goals.

6. 2024-2025 Division 22 Report 38

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Falls City Schools

Report on Compliance with Public School Standards

2024-25 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Klamath Falls City** School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, **Klamath Falls City** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

38

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2230 Asbestos Management Plans	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

7. District Equity Committee 47

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7



Establishing District Equity Committees

In 2021, Oregon passed Senate Bill 732 requiring school districts to establish District Equity Committees (DECs). These committees are meant to advise school boards and superintendents on educational equity impacts of policy decisions, district-wide climate, and experiences of underserved student groups. This guidance document brings together the law's requirements, recommendations, administrative rules, and the Oregon Department of Education's guidance on implementation to support districts in creating effective DECs.



by Raeshelle Meyer

Getting Started

Districts with an average daily membership of 10,000 or less are required to first convene a District Equity Committee by September 15, 2025. The superintendent is responsible for coordinating the member nomination process and proposing finalists to the school board. To begin, form a team to help coordinate the DEC membership nomination process, identify existing groups that could be involved, and communicate the SB 732 criteria to your school board and community.

1

Form Coordination Team

Delegate staff to help with the DEC membership nomination process.

2

Identify Existing Groups

Look for teams and work that could tie into the DEC.

3

Communicate Plan

Share SB 732 criteria and process with school board and community.



Purpose and Duties

The core duties of a District Equity Committee include: advising on educational equity impacts of policy decisions, informing about district-wide climate and experiences of underserved student groups, and advising on situations that impact underrepresented students. DECs may also consider topics they deem critical, topics submitted by the school board or superintendent, and select a member to serve as an advisor to the school board. Additionally, the school board must select at least one DEC member to serve on the school district budget committee.

Advise on Policy

Provide input on equity impacts of district decisions.

Inform on Climate

Share experiences of underserved student groups.

Address Situations

Advise on handling impactful situations for underrepresented students.

Budget Input

Serve on district budget committee.



Membership and Participation

A District Equity Committee must be composed of parents, employees, students, and community members from the school district. The school board and superintendent are responsible for selecting members, ensuring membership is primarily representative of underserved student groups. They may not deny members based on language, immigration status, or protected class. The nomination process should involve authentic community engagement, reaching out to underrepresented voices. Consider skill sets and lived experiences that can provide valuable insights on educational equity issues.

Parents

Represent family perspectives

Employees

Provide insider knowledge

Students

Share direct experiences

Community Members

Offer broader context

Nomination and Selection Process

Superintendents design the application and candidate selection process for the District Equity Committee. This can involve intentional outreach, an application or nomination process, or a combination. Consider how existing equity work can be restructured to meet DEC requirements. Outreach should raise community awareness and invite involvement from students, families, and affinity groups. Frame appreciation for the valuable perspectives of individuals from underrepresented identities to avoid tokenism. Build relationships based on reciprocity and follow-through.

1. **Design Process**

   Create application and selection procedures.

2. **Community Outreach**

   Engage underrepresented groups.

3. **Review Applications**

   Evaluate candidates thoughtfully.

4. **Propose Finalists**

   Submit recommendations to school board.

Group Size and Roles

The size of the District Equity Committee can impact its efficacy. A recommended range is 8 to 14 members, though smaller districts may function well with as few as five. Consider pros and cons of different group sizes, such as decision-making ease, diversity of perspectives, and workload distribution. Define roles, duties, and responsibilities for members early on. Potential roles include facilitator, note taker, liaison to the board budget committee, timekeeper, agenda coordinator, and schedule coordinator.

Small Group (5-7)

- Easier decision-making
- Lower management cost
- Less diversity
- Higher individual workload

Medium Group (8-10)

- Balanced diversity and efficiency
- Adequate workload distribution
- Effective collaboration
- Manageable costs

Large Group (11-14)

- Greater diversity
- Broader skill sets
- More perspectives
- Potential for reduced individual commitment



Structure and Organization

The structure and organization of your District Equity Committee will vary based on district needs and variables. Consider key operational questions such as decision-making processes, meeting protocols, frequency, and location. Collaborative decision-making methods, like consensus, can be effective. Establish meeting protocols that foster generative dialogue and support different perspectives. ODE recommends a regular meeting rhythm of at least once per month. Choose a central, accessible location for meetings, considering virtual options if needed.

1

Establish Decision-Making

Choose collaborative methods like consensus.

2

Set Meeting Protocols

Foster dialogue and support diverse perspectives.

3

Determine Frequency

Meet at least monthly, more often if needed.

4

Select Location

Choose accessible venue, consider virtual options.

First Meeting Considerations

The first District Equity Committee meeting sets the stage for its function and trajectory. The superintendent should attend to provide purpose and background. Dedicate time to relationship building, sharing stories, and establishing mutual connections. If key logistical details have been decided, walk the DEC through those decisions. If not, dedicate time to deliberating on these details. Offer visioning and strategy space for the DEC to envision possibilities. Begin a conversation about how the DEC will keep the community informed and whether it will generate an annual report.

1. **Superintendent Attendance**

   Provide purpose and background for the DEC's importance.

2. **Relationship Building**

   Share stories and establish connections among members.

3. **Logistical Details**

   Discuss or decide on key operational aspects.

4. **Visioning Exercise**

   Brainstorm possibilities for the DEC's impact.

Empowering and Resourcing



Required Support

Districts are required to provide sufficient support for DEC members to participate in meetings, including access to district-managed emails, translation and interpretation services, and relevant trainings.



Administrative Help

Beyond requirements, consider designating a staff member for administrative support.



Context Provision

Providing context and knowledge about district operations can help the DEC make informed decisions.

Offer professional development and team-building activities to create shared equity frameworks. Connect the DEC with critical work across the district through regular briefings and opportunities to engage with other teams.

Transparency and Safety

Districts should plan for how they can account for the DEC's safety and well-being while upholding relevant aspects of Oregon's Public Meetings Law. While transparency supports accountability, it can also present challenges when discussing sensitive issues. DEC members may face adversity, including identity-based attacks or harassment. Districts should make pragmatic assessments about navigating these challenges while keeping the work moving forward. Consider creating documented working agreements, partnering with local education service districts for support, and providing thorough orientation materials.

1. **Assess Public Meeting Requirements**

   Consult legal counsel on applicability.

2. **Create Safety Plans**

   Develop protocols for risk management.

3. **Partner for Support**

   Collaborate with ESDs and organizations like COSA.

4. **Provide Thorough Orientation**

   Equip members with necessary context and resources.



Assuring Compliance

School districts are expected to complete annual assurances of compliance with the minimum requirements of SB732, as set forth in Oregon Administrative Rules. The assurance process is designed to be supportive, providing opportunities for districts to seek technical assistance if needed. If a district is not in compliance, they can take a proactive approach by informing ODE and beginning a corrective-action process. The goal is to support implementation, not to be punitive. Districts should review the Division 22 Standards for more information on compliance requirements.

Impact on Existing School District Boards

The bill explicitly states that nothing in the new section shall interfere with the duties, responsibilities, and rights of duly elected school district boards. This provision ensures that while the educational equity advisory committees play an important role in advising on equity issues, they do not supersede or diminish the authority of elected school boards. The committees are designed to work alongside and inform the boards, not replace their decision-making power.

School Board Authority

Elected school boards retain their full authority and responsibilities.

Advisory Role

Equity committees designed to inform and advise, not replace board decisions.

Amendments to Local Budget Law

The bill amends ORS 328.542, requiring school districts to include at least one member of the educational equity advisory committee on the budget committee. This ensures that equity considerations are part of the budgeting process. However, to avoid disrupting existing committees, this requirement only takes effect when a vacancy occurs on the budget committee by a member who is not also on the school district board.

Requirement	Implementation
Equity Committee Member on budget committee	Required
Timing of Implementation	Upon next vacancy
Exception	Vacancy must not be of a school board member

Conclusion

Establishing effective District Equity Committees is crucial for advancing educational equity in Oregon's schools. By following the guidance provided, districts can create DECs that meaningfully engage underrepresented voices, inform policy decisions, and support positive outcomes for all students. Remember that while there are specific requirements to meet, each district ha autonomy to implement DECs using their own context. With careful planning and ongoing support, DECs can become powerful tools to improve student outcomes for each student in Oregon.



Inclusive Education

DECs support equitable learning environments for all students.



Community Engagement

DECs foster meaningful dialogue between districts and communities.



Student Voice

DECs elevate student perspectives in district decision-making.

4. **NEW BUSINESS/ACTION ITEMS**
    1. Approval of the Amended Budget Resolution 62

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Falls City Schools

Amendment to Revised Resolution #26-02

Budget Adoption

June 9, 2025

Resolution Adopting the Budget

BE IT RESOLVED that the Board of Directors of the Klamath Falls City Schools hereby adopts the budget for fiscal year 2025-2026 in the total amount of **$83,799,911.00** now on file at the District Office in Klamath Falls, Oregon.

*Aggregate sum of budget requirements for all funds.

Resolution Making Appropriations

BE IT RESOLVED that the amounts shown below are hereby appropriated for the fiscal year beginning July 1, 2025, for the following purposes.

General Fund (100)			
1XXX	Instruction	$	23,765,152.00
2XXX	Support Services	$	16,304,382.00
3XXX	Community	$	42,363.00
51XX	Debt Service	$	170,826.00
52XX	Transfers	$	125,754.00
6XXX	Contingency	$	2,000,000.00
	Total	**$**	**42,408,477.00**
Special Revenue Funds (200)			
1XXX	Instruction	$	14,593,334.00
2XXX	Support Services	$	6,856,335.00
3XXX	Community	$	313,469.00
4XXX	Facilities	$	12,289,359.00
51XX	Debt Service	$	94,357.00
52XX	Transfers	$	1,209,246.00
	Total	**$**	**35,356,100.00**
Food Service Fund (211)			
3XXX	Community	$	2,557,763.00
	Total	**$**	**2,557,763.00**
Debt Service Fund (300)			
51XX	Debt Service	$	3,423,571.00
	Total	**$**	**3,423,571.00**

Capital Projects Fund (400)	Facilities Acq/Construction	$	54,000.00
	Total	**$**	**54,000.00**

Total Appropriation of all Funds **$ 83,799,911.00**

Resolution Imposing the Tax

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Subject to Education Limitation:

Permanent Rate Tax .....$3.1127/$1000

Excluded from Education Limitation:

General Obligation Debt Service.....$3,423,571.00

The above resolution statements were approved and declared adopted on the 9th day of June 2025.

Board Chairperson

Date

2. Policy update for JFCEB and JFCEB-AR Personal Electronic devices 65

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Falls City Schools

Code: JFCEB-AR
Adopted: 11/20/14
Readopted: 3/06/17
Revised/Reviewed:
Orig. Code(s): JFCEB-AR

Personal Electronic Devices and Social Media

Delete

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;[1]

2. Unless as authorized in advance by the principal or designee for health or safety reasons, or in the event of an emergency situation that involves imminent physical danger, devices shall be turned off during instructional or class time. Personal electronic devices may be used during the student's lunch break. They may not be used at any time in the proximity of any class, school activity or event that may be in session or in progress during those times;

3. Personal electronic devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;

4. The district shall not be responsible for loss, theft or damage to pesrsonal electronic devices brought to district property or district-sponsored events;

5. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education plan (IEP) or if permission is received from the student's teacher;

6. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;

7. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;

8. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;

9. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student

[1] The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;

10. Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

Corrected 9/17/25

DELETE

Klamath Falls City Schools

Code: JFCEB
Adopted: New date

Personal Electronic Devices */**

Student possession or use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)[1].

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;[3]

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);[4]

3. A written exemption provided for the student based on a request received in JFCEB-AR – Request for Personal Electronic Device Exception. School administration will respond to such a request within 10 school days.[5]

Personal electronic devices must be placed in district-provided pouches or storage, i.e., locker, during regular instructional hours. Personal electronic devices are not to be stored in backpacks that are on the student's person.

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[1] If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

[2] ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."

[3] JFCEB-AR – Request for Personal Electronic Device Exception must be submitted to the building administrator, along with a copy of the order.

[4] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[5] JFCEB-AR – Request for Personal Electronic Device Exception must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include detention, Saturday school, a change to storage requirements, etc. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[6]

1. First Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;

2. Second Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;

3. Beyond Second Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[7] that support academic activities and independent communications[8], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exception. Appeals can be filed with the superintendent or designee.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring

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[6] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

[7] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[8] "Independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.840

Oregon Executive Order 25-09

Klamath Falls City Schools

Code: JFCEB-AR
Revised/Reviewed: New date

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the [principal]:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- ☐ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- ☐ Accommodate the individual circumstances of the student;
- ☐ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

_____

_____

_____

Duration for requested exemption: _____[1]

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: ☐ Granted Expiration of exemption: _____
☐ Denied Reason for denial: _____

[1] The maximum duration of an exemption is ~~[one year]~~ [the end of the current school year] ~~[the end of the student's enrollment at this school]~~.

☐ More information needed. Please submit by _____ (date) for reconsideration.

_____

_____

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed to the superintendent or designee within 10 days of issuance. The superintendent's or designee's decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;

2. Exemptions should be consistently granted in a non-discriminatory manner;

3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;

4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;

5. Exemptions should be communicated to necessary staff in a way that protects student privacy;

6. Exemptions should minimize disruption to other students, staff and the educational environment.

Klamath Falls City Schools

Code: JFCEB
Adopted: 11/20/14
Readopted: 3/06/17
Orig. Code(s): JFCEB

Personal Electronic Devices and Social Media**

(Version 1)

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent. While on district property, students will be required to comply with all guidelines contained in the District Internet Use Agreement.

A "personal electronic device" is a device capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

"Independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

Personal electronic devices shall be turned off during instructional or class time or any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.

A process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied, will be provided.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student's individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy.[1] A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.840

DELETE

[1] The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).



5. **OLD BUSINESS/ACTION ITEMS**
6. **BOARD MEMBER COMMENTS**
7. **CLOSING COMMENTS FROM THE CHAIR**
8. **ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING**
9. **EXECUTIVE SESSION**
    1. Labor Negotiations ORS 192.660(2)(d)
10. **ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING**
11. **ADJOURNMENT**

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7