

Regular Board Meeting

Thursday, March 9, 2023 7:00 PM

Umatilla School District, 1001 6th St, Umatilla, OR 97882

A. Call Meeting to Order

B. Public Input

C. Presentations

C.1. Superintendents Advisory

D. Approve Agenda

E. Action Items

E.1. Consent Agenda: Minutes for February Board Meeting, HR Report, Disbursements and Financial Statements

E.2. Approve Supplemental Budget Resolution #23-06

E.3. Approve Superintendent Renewal and Contract

E.4. Approve Licensed Administration, Non Licensed Administration/Supervisory and Confidential Renewal List for 2023-2024 School Year

E.5. Approve Licensed Employee Renewal List for 2023-2024 School Year

E.6. Approve Classified Employee Renewal List for 2023-2024 School Year

E.7. Approve Integrated SIA Guidance

E.8. Approve Snow Day Makeup Days

E.9. Approve 2023-2024 School Calendar

E.10. Approve ASC Contract Revisions 2023-2024

E.11. Approve Surplus

F. Discussions

G. Other/Board Discussions

H. Staff Recognition

I. Reports

I.1. McNary Heights Elementary School - Nicole Coyle, Tim Young, Taunya Daniel

I.2. Clara Brownell Middle School - Rick Cotterell, Anthony Brown

I.3. Umatilla High School - Bob Lorence, April Dirksen, Scott Bow

I.4. Maintenance - Vinny Stefani

I.5. District - Heidi Sipe, Stephanie Williams-
Strege, Kim Gilsdorf, David Lougee, Julie Hunt,
Rikkilynn Starliper, Maria Sanchez, Pat Kerrigan

I.6. IMESD Talking Points

J. **Public Input**

K. **Adjourn**

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment only on agenda items.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

- Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Regular Board Meeting
Thursday, February 9, 2023 7:00 PM Pacific

Umatilla School District
1001 6th St
Umatilla, OR 97882

Josiah Barron: Present
Lesly Claustro-Sanguino: Present
Toby Cranston: Present
Travis Eynon: Present
Veronica Gutierrez: Absent
Jon Lorence: Present
Jorge Meza: Present

Present: 6, Absent: 1.

Veronica Gutierrez: Present

Present: 7.

A. Call Meeting to Order

Jon Lorence called the meeting to order at approximately 7:09pm and then led the recitation of the Pledge of Allegiance.

B. Public Input

C. Presentations

C.1. Superintendents Advisory

Kadin - CareSolace was brought up to the ASB group. They will help spread the word about CareSolace. Flyers, showing a presentation on Care Solace with advisory classes. Sending old chromebooks to Lebanon, to underprivileged young people. Would like the board to help name the robot for the robotics team. The SIA report was evaluated by us and the resource officer was found most beneficial based upon the survey. Wandering subs and educational assistants has been money well spent.

The robotics team presented their robot for the board to see and name.

Tommy McCalister

Luis Francisco

Kadin Blair

D. Approve Agenda

Motion to approve agenda as presented. This motion, made by Josiah Barron and seconded by Toby Cranston, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

E. Action Items

E.1. Consent Agenda: Minutes for the January Board Meeting, HR Report, Disbursements and Financial Statements

Motion to approve consent agenda as presented. This motion, made by Toby Cranston and seconded by Lesly Claustro-Sanguino, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

E.2. Adopt resolution 23-05 - IMESD Local Service Plan

Motion to adopt resolution 23-05. This motion, made by Travis Eynon and seconded by Toby Cranston, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

Recommendation to approve by Heidi Sipe.

E.3. Appoint Budget Committee

Motion to approve appointed budget committee. This motion, made by Lesly Claustro-Sanguino and seconded by Toby Cranston, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

Susie is the only new member, all others will return.

E.4. Approve Budget Committee Calendar

Motion to approve budget committee calendar. This motion, made by Josiah Barron and seconded by Lesly Claustro-Sanguino, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

E.5. Approve Surplus List

Motion. This motion, made by Travis Eynon and seconded by Lesly Claustro-Sanguino, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

Wanted to be sure they were surplus before sending them to another country.

F. Discussions

F.1. Review SIA Community Feedback and Opportunity for Additional Comment

Heidi reviewed the SIA community feedback calendar with the board and the different aspects of it.

G. Other/Board Discussions

H. Staff Recognition

Judith Kirkpatrick - helping extra with custodial duties.

David White - helping extra with custodial duties.

Cheryl Dunham - working really hard taking over and training.

Issaac Meja - working so hard at training and doing such a great job.

I. Reports

I.1. McNary Heights Elementary School – Nicole Coyle, Tim Young, Taunya Daniel

I.2. Clara Brownell Middle School – Rick Cotterell, Anthony Brown

I.3. Umatilla High School – Bob Lorence, April Dirksen, Scott Bow

Bob - Good growth in MAPs for students. Incentives have really helped. Wrapping up winter sports. Wrestling is going to districts.

April - Food drive competition to get into the game. Attendance challenge at the high school to try to encourage good attendance. Thank you so much for supporting so much in Care Solace, the kids are very passionate about it. CommuniCares grant updates, will interview 3 local non-profits soon.

I.4. Maintenance - Vinny Stefani

I.5. District – Heidi Sipe, Stephanie Williams-Strege, Kim Gilsdorf, David Lougee, Julie Hunt, Rikkilynn Starliper, Maria Sanchez, Pat Kerrigan

Kim - Excited about the governor's 9.9 budget.

David - Grateful to the PTO, the after-school program and all others for everything we do with all of these activities. Battle of the books update.

Julie - Things are going wonderfully.

Heidi - Care Solace usage is phenomenal.

I.6. IMESD Talking Points

J. Public Input

K. Adjourn

Meeting adjourned at 7:49pm.

UMATILLA SCHOOL DISTRICT #6R

March 09, 2023

Superintendent's Recommendation

Recommendations for Hire:

Alice McCauley - Custodian

Coaches:

Trey Dohman - Middle School Track Coach on timesheet

Ricardo Sotelo - Middle School Track Coach on timesheet

Nancy Ortiz - Nancy works at the elementary school and would be a great fit for the Track program. During her High School years, she ran and competed at State in her events and made Track and Field a passion of hers. Last year she was a volunteer coach with the JR athletics. She will be working with Hurdles and Sprinters.

David White Jr. - Golf Coach - David is an avid golfer and has a real passion for wanting to make golf something great at Umatilla. He personally has played in many amateur events and with this training and knowledge in the game we feel we have a great person to lead this team.

Nicole Silver - Asst tennis coach - Nicole has worked for the district for a couple of years and wanted to start working on one of her passions in Tennis. She played for Hermiston for years and for a short time worked as the head girls coach. She is excited to bring her own style to the team to help our athletes.

Resignations:

Miriam Alcantar - MHES Teacher

Gabriella Gilbride - UHS Teacher

Oscar Contreras - HS Track Assistant Coach

Retirements:

Charlotte Engelhart - MHES Teacher

Roberta Woodward - MHES Teacher

Mary Lorence - MHES Student Data Systems Specialist

Cheryl Dunham - Accounts Payable

PERS Retire - Rehire

Brandt Lind - MHES P.E. Teacher

Letters of Interest

To Whom it may concern:

I am interested in the Assistant Tennis Coach position. I was the head girls' tennis coach at Hermiston High School in 2011-2012 and played Varsity tennis for Hermiston High School from 1998-2002.

As an Assistant Tennis Coach, I hope to work with Junior Varsity players to expand their skills and enjoyment of the sport. I see this position as a great opportunity to strengthen my relationship with students and share my passion for sport.

Sincerely,

Nici Silver

Letter of Interest UHS Golf Coach

David White

I David White am interested in being the long term golf coach for Umatilla High School. I started playing golf a little bit at age 9, but only started playing competitively once I got into high school. I obtained such a passion for the sport that after high school I attended a PGA program to learn how to become a golf professional and teacher. Over the past 9 years I have not had the opportunity to coach high school golf, but have always wanted to help bring back a program to Umatilla.

Golf is a sport that has many microcosms to life. Which is why I feel it important to offer the opportunity to play while in high school. As a coach I would want to build an environment that any student athlete, especially for those that have never participated in an organized sport feel welcome to give something new a try that could potentially be a lifelong hobby.

My qualifications other than basketball coaching experience which only further helped and continues too with communication skills, patients, and importance of being a good role model. Would be that I am confident that I can teach the fundamental techniques, rules and etiquette of the game of golf. I spend more time then I care to admit studying the game of golf from a mental level, physical and scientific level that I truly believe that I can teach players how to learn their own life lessons while playing and having fun. In addition to I possess the skills that if players want to be competitive and or want to play in college in the future I understand what level one must be at and what it takes to get there.

Ultimately if I am given the opportunity to coach UHS golf my main Goals would be: get students to participate that don't play any other sports, provide a safe learning fun environment every day. Take kids that have never played golf in their life and get them to a point they can enjoy playing and even very possibly be a competitive team.

March 08, 2023
Brandt Lind

Josy,
I would like to be hired for the PE position at MHES.
Thank you.
Brandt

Resignations/Retirement Letters

January 03, 2023
Mary Lorence

Good afternoon. I am retiring. If I had been more on the ball I would not be here today. With that said I am planning for my last day to be March 24. I sincerely hope this will not be too much of an imposition and am deeply sorry if it is.

To say it has been a pleasure to work for and with you is an understatement.

Thank you for all you do!

Mary Lorence

February 27, 2023
Charlotte Engelhart

Dear Umatilla School Board,

I will be signing retirement papers in April and working through the end of this school year. My fifteen years here in Umatilla has been an incredible experience. I believe I screamed into the phone when Bob called to offer me a job so many years ago and his leadership at the beginning of my time here taught me so much and built my confidence as a teacher. Rick offered me a new position, moving me from 1st grade to the smaller group in an ESL classroom. Great move! I appreciate Nicole & Tim a lot. Their friendship as well as their leadership is genuinely appreciated. There's something really special about this district! This has felt like family to me throughout those fifteen years. I will dearly miss so many amazing people here.

Thank you for your service to our school district. I appreciate all the time and dedication you put into these schools. I hope you don't mind if I return to sub part-time, as I know I'm going to miss McNary Heights and those kids!

Sincerely,
Charlotte Engelhart

This is my official notice that I am going to retire effective the end of this fiscal year, June 30, 2023.

When I took this job, I had high hopes of it being my last one, that I'd be here until retirement. I'm so glad I was not disappointed. It's been a great 10 years!

Thank you for everything!
Cheryl Dunham

March 08, 2023

Roberta Woodward

This is the official email to inform you that it is my intention to retire this year on July 1, 2023

March 08, 2023

To whom it may concern,

I would like to notify you that I am resigning/retiring from my position as Physical Education teacher at McNary Heights Elementary School at the end of the 2022-23 school year.

Sincerely,
Brandt Lind

Hey Scott,

I will be resigning from my position as the assistant coach of track and field this season. I will be pursuing and working toward other responsibilities.

Thanks in advance,
Oscar Contreras

March 08, 2023

Dear Heidi Sipe, Bob Lorence and the Umatilla School Board,

With a heavy heart, I am writing to give my formal notice that I will be leaving my role as a High School Science teacher at the conclusion of the school year.

In the near future, I will be exploring new learning opportunities with my family regarding my son's hearing needs and the ASL/Deaf community.

It has been an absolute honor and privilege to work at such a tremendous school district. I am so grateful for the time I had growing alongside our students and working with the best teaching and admin team in the state. Thank you all for the encouragement and guidance I received these past 5 years.

Please let me know how I may assist in transitioning a new teacher into the role of teaching Biology, Earth Science, and Adv. Biology in the 2023-2024 school year. I hope in the near future there can be new and emerging ways for me to continue to give back to the Umatilla community.

Sincerely,

Gabriella Gilbride

Umatilla School District #6R
Financial Update
February 2023

The following Financial Update highlights the significant transactions for the Umatilla School District for the month:

General Fund Highlights:

- The General Fund collected the following:
 - Basic School Support, \$1,035,526 (2022-23 School Year)
 - Property taxes: Current year, \$33,965, Prior year, \$5,934
 - Common School Fund payment, \$82,833

- Special Revenue Funds collected:
 -

- A copy of the check register is attached for your review. Current month obligation checks totaled \$. Some of the larger expenditures include:

The check listing was not available at the time this report was completed. KG

Other Notes:

2022-23 State School Fund estimate released 2/17/2023. With increased ADMr based on current year 2nd quarter actual information, an adjustment is reflected in the amount of State School Funds the District will receive.

UMATILLA SCHOOL DISTRICT 6R General Fund
Statement of 2022-2023 Anticipated Revenue

2/28/2023

Account	Budget	YTD Revenue	Anticipated	Total	+/(-) Budget
1111 Current Year's Levy*	\$ 4,300,000	\$ 4,307,047	174,000	\$ 4,481,047	\$ 181,047
1112 Prior Years' Levy*	75,000	59,314	15,686	75,000	-
1113-1190 County Sales Tax-Pymt in Lieu	300	233	0	233	(67)
1500 Earnings on Investments	40,000	125,086	75,000	200,086	160,086
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	10,173	-	10,173	9,673
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	64,263	-	64,263	29,263
2101 County School Fund*	35,000	52,192	-	52,192	17,192
2199 Other Intermediate Sources	-	5,079	-	5,079	5,079
3101 State School Support Fund*	12,200,000	9,293,540	3,791,460	13,085,000	885,000
3103 Common School Fund*	135,000	159,032	-	159,032	24,032
3299 Restricted State Other Grants	-	6,983	-	6,983	6,983
4500 Restricted Fed Govt thru State	-	17,626	-	17,626	17,626
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	2,902	-	2,902	2,902
5000 Other Sources	-	-	-	-	-
Total Revenue	\$ 16,847,800	\$ 14,103,470	\$ 4,056,146	\$ 18,159,617	\$ 1,311,817
5400 Beginning Fund Balance	4,734,300	4,628,603	-	4,628,603	(105,697)
TOTAL RESOURCES	\$ 21,582,100	\$ 18,732,073	\$ 4,056,146	\$ 22,788,220	\$ 1,206,120

* Local Revenue included within state formula.

PROJECTED ENDING FUND BALANCE CALCULATION

Revenues	\$ 18,159,617
Expenditures Estimated	<u>17,906,286</u>
Revenues Over (Under) Expend.	253,331
Beginning Fund Balance - AUDITED	<u>4,628,603</u>
Projected Ending Fund Balance	<u>4,881,934</u>
Unappropriated Ending Fund Balance	\$ -

Basic School Support Estimate

2022-2023 BSSF Estimate as of May 19, 2022	
1,362 ADMr	12,376,401
2022-2023 BSSF Estimate as of Nov. 23, 2022	
1,344 ADMr	12,431,290
2022-2023 BSSF Estimate as of Feb. 17, 2023	
1,416 ADMr	13,085,507

Historical Expenditure Review

Expenditures 2023	17,906,286	Estimated
Expenditures 2022	16,554,990	Audited

UMATILLA School District 6R
Statement of 2022-2023 Anticipated Expenditures

2/28/2023

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,242,895	\$ 1,818,879	\$ 2,401,896	\$ 22,120
1121 CBMS Middle School	1,795,476	625,609	782,218	387,649
1122 CBMS Extra Curricular	79,185	3,951	40,501	34,732
1131 Umatilla High School	2,641,468	1,128,306	1,289,133	224,029
1132 Umatilla HS Extra Curricular	388,136	94,979	262,687	30,469
1210 TAG Program	9,430	3,171	3,389	2,870
1250-1259 Special Education/Spec. Ed. Life Skills	1,894,584	644,269	905,361	344,955
1271 Remediation	112,029	37,540	36,609	37,880
1291 ELL Program	1,365,550	477,112	422,446	465,992
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	229,118	94,884	103,267	30,967
2115 Student Safety	6,225	-	2,474	3,751
2120 Guidance Counseling	556,923	205,245	240,080	111,598
2130 Health Services	500	157	870	(528)
2140 Psychological Services	30,000	-	-	30,000
2210 Improvement of Instruction	142,470	27,948	52,894	61,627
2220 Educational Media Services	282,066	84,889	100,897	96,280
2230 Assessment & Testing	157,390	50,216	87,565	19,609
2240 Staff Development	393,698	-	51,710	341,988
2310-2321 Board/Superintendent	723,215	162,937	431,213	129,066
2410 Office of Principal	1,327,748	392,796	768,684	166,268
2520 Fiscal Services	254,765	43,749	196,658	14,358
2540 Plant Operations & Maintenance	2,307,042	476,230	1,203,395	627,416
2550-2558 Student/ Spec Ed. Transportation	847,750	388,963	369,259	89,528
2630-2639 Volunteer Programs/Other Info. Services	157,050	41,494	81,867	33,690
2640 HR Staff Services	132,900	40,500	87,052	5,347
2645-2649 Health Services/Other Staff Services	10,000	-	8,457	1,543
2660 Technology Services	524,710	81,103	323,006	120,601
2680 Interpret/Translation Services	900	-	-	900
3300 Community Services	26,197	-	6,509	19,688
6000 Contingencies	662,000	-	-	662,000
Total Expenditures	21,332,100	6,924,927	10,260,098	4,147,075
Transfer of Funds	250,000	250,000	-	-
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 7,174,927	\$ 10,260,098	\$ 4,147,075

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 12,559,433	4,833,816	\$ 6,144,240	\$ 1,581,376
2000 Support Services	8,084,470	2,091,111	4,109,349	1,884,011
3000 Community Services	26,197	-	6,509	19,688
5000 Transfer of Funds	250,000	250,000	-	-
6000 Contingency	662,000	-	-	662,000
Total Expenditures	21,582,100	7,174,927	10,260,098	4,147,075
7000 Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 7,174,927	\$ 10,260,098	\$ 4,147,075

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 9,629,342	\$ 3,672,658	\$ 4,831,765	\$ 1,124,919
200 Payroll Taxes & Benefits	6,842,055	2,474,312	3,058,758	1,308,984
300 Purchased Services	2,388,095	521,990	1,220,777	645,328
400 Supplies and Materials	1,399,493	196,037	813,139	390,317
500 Capital Outlay	136,500	59,929	95,043	(18,472)
600 Other Objects	274,615	-	240,816	33,799
700 Interfund Transfers	250,000	250,000	-	-
800 Contingency	662,000	-	-	662,000
Total Expenditures	21,582,100	7,174,927	10,260,298	4,146,875
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 7,174,927	\$ 10,260,298	\$ 4,146,875

Umatilla SD Other Funds - 2022-2023

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	\$ 22,000	\$ 792	1,062	\$ 20,146
204	Umatilla Sports Complex	32,610	-	-	32,610
205	ORTOP	10,000	-	-	10,000
206	Medicaid Claiming	93,440	-	-	93,440
207	SB 1149	40,500	-	-	40,500
210	ECIA Title I	574,950	185,994	239,173	149,783
211	Title IA ESSA	145,750	22,867	122,378	505
212	ECIA Title IIA	71,065	27,702	27,345	16,018
214	ECIA Title III	63,954	29,088	28,672	6,193
216	Title IVA Safe & Drug Free Schools	60,000	-	19,135	40,865
217	21st CCLC	559,276	92,374	340,248	126,654
218	Outdoor School	55,000	-	-	55,000
219	Title VIB REAP	42,000	5,564	-	36,436
221	Title 1C Migrant Ed	46,315	21,089	20,788	4,438
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	102,375	54,259	50,924	(2,808)
225	IDEA Enhancement Grant	3,125	-	-	3,125
230	CARES Act (ESSER I/CDL)	5,000	-	-	5,000
235	ESSER II Funds	830,200	161,842	377,242	291,116
236	ESSER III Funds	1,176,500	242,134	323,935	610,432
239	HS Success Grant	421,071	165,320	234,637	21,114
243	OR First Robotics Grant	20,000	-	-	20,000
250	Child Nutrition Fund	1,494,520	593,919	630,950	269,651
251	Farm to School Grant	40,000	21,180	14,470	4,350
255	Student Investment Acct (SIA)	1,298,700	431,228	632,397	235,076
258	Youth Transition Program Grant	126,995	23,666	58,961	44,367
259	Summer Academic Support Grant	295,675	-	248,966	46,709
261	Education Project Grant	18,500	-	-	18,500
267	OR Healthy Schools Grant	35,000	-	2,364	32,636
284	Daycare Center	83,650	15,955	25,733	41,961
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	304,000	71,054	133,784	99,162
302	Debt Service	1,195,000	-	1,175,100	19,900
303	PERS UAL Debt Service	1,122,000	855,409	175,409	91,183
451	Capital Projects Fund	250,050	70,357	40,082	139,611
452	2016 GO Bond Capital Projects Fund	155,500	8,000	29,067	118,433
453	Construction Excise Tax	300,000	-	-	300,000
455	Capital Projects 2022 GO	49,200,000	-	5,870	49,194,131
	Total Expenditures	\$ 60,632,922	\$ 3,099,793	\$ 4,958,692	\$ 52,574,437

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	\$ -	\$ -	1,062	\$ (1,062)
204	Umatilla Sports Complex	3,308	-	-	3,308
205	ORTOP	-	3,850	-	3,850
206	Medicaid Claiming	3,420	120,000	-	123,420
207	SB 1149	6,204	25,961	-	32,165
210	ECIA Title I	-	-	239,173	(239,173)
211	Title IA ESSA	-	95,684	122,378	(26,693)
212	ECIA Title IIA	-	-	27,345	(27,345)
214	ECIA Title III	-	4,654	28,672	(24,018)
216	Title IVA Safe & Drug Free Schools	-	19,135	19,135	-
217	21st CCLC	(153,158)	284,726	340,248	(208,681)
218	Outdoor School	(24,199)	25,099	-	900
219	Title VIB REAP	-	-	-	-
221	Title 1C Migrant Ed	-	3,375	20,788	(17,413)
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	-	50,924	(50,924)
225	IDEA Enhancement Grant	-	-	-	-
230	CARES Act (ESSER/CDL)	-	-	-	-
235	ESSER II Funds	(9,794)	14,773	377,242	(372,263)
236	ESSER III Funds	(248,824)	284,876	323,935	(287,883)
239	HS Success Grant	6	1,998	234,637	(232,633)
243	OR First Robotics Grant	-	-	-	-
250	Child Nutrition Fund	614,666	540,372	630,950	524,088
251	Farm to School Grant	(8,800)	8,800	14,470	(14,470)
255	Student Investment Acct (SIA)	190,073	634,542	632,397	192,218
258	Youth Transition Program Grant	9,383	23,700	58,961	(25,878)
259	Summer Academic Support Grant	-	248,966	248,966	-
261	Education Project Grant	18,040	242	-	18,281
267	OR Healthy Schools Grant	(3,139)	3,139	2,364	(2,364)
284	Daycare Center	59,591	57,382	25,733	91,240
285	MHES ASB	24,726	-	-	24,726
290	CBMS ASB	15,408	-	-	15,408
295	UHS ASB	169,879	-	-	169,879
299	Miscellaneous Grants	3,684	95,129	133,784	(34,971)
302	Debt Service	143,195	1,104,314	1,175,100	72,409
303	PERS UAL Debt Service	89,796	841,798	175,409	756,185
451	Capital Projects Fund	(21,624)	74,880	40,082	13,174
452	2016 GO Bond Capital Projects Fund	67,542	50,012	29,067	88,486
453	Construction Excise Tax	97,973	296,841	-	394,814
455	Capital Projects 2022 GO	-	-	-	-
	Total Resources	\$ 1,050,557	\$ 4,864,247	\$ 4,952,822	\$ 961,981

* Balances are Audited.

UMATILLA SCHOOL DISTRICT 6R
 Monthly Revenue and Expenditure Summary

GENERAL FUND

2022-2023

ACCT #	SOURCE	BUDGET	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	Projected MAR	Projected APR	Projected MAY	Projected JUNE	TOTAL	Over/(Under)
RESOURCES																
1111	Current Year Taxes	4,300,000	-	-	-	-	3,560,357	652,684	60,041	33,965	19,632	13,500	58,327	75,000	4,473,507	173,507
1112	Prior Year Taxes	75,000	-	15,401	13,329	3,870	14,494	1,282	5,003	5,934	2,406	2,759	5,788	-	70,267	(4,733)
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	233	-	-	-	-	12,000	12,233	11,933
1500	Interest on Investments	40,000	6,392	9,284	9,589	10,701	16,205	23,354	24,561	25,000	3,408	4,046	4,883	4,500	141,923	101,923
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	465	9,708	-	-	-	-	-	-	2,200	-	600	-	12,973	12,473
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	1,823	4,116	204	7,418	217	17,682	265	32,537	10,267	-	1,517	-	76,047	41,047
2101	County School Funds	35,000	-	-	-	-	-	-	52,192	-	-	-	-	-	52,192	17,192
2199	Other Intermediate Sources	-	-	-	2,178	-	2,901	-	-	-	-	-	2,427	-	7,507	7,507
3101	State School Support	12,200,000	2,063,146	1,030,954	1,030,954	1,030,954	1,030,954	1,035,526	1,035,526	1,035,526	1,031,573	1,031,573	1,031,573	(8,749)	12,379,510	179,510
3103	Common School Fund	135,000	76,199	-	-	-	-	-	-	82,833	-	-	-	-	159,032	24,032
3299	Other Restricted Grants-in-Aid	-	-	-	6,983	-	-	-	-	-	-	-	-	-	6,983	6,983
4500	Restricted Fed thru State	-	8,546	-	9,080	-	-	-	-	-	-	-	-	-	17,626	17,626
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	2,902	-	-	-	-	-	2,902	2,902
5000	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	16,847,800	2,156,571	1,069,463	1,072,316	1,052,943	4,625,129	1,730,529	1,180,724	1,215,795	1,069,486	1,051,879	1,105,115	82,751	17,412,701	564,901
5400	Beginning Fund Balance	4,734,300	4,628,603	-	-	-	-	-	-	-	-	-	-	-	4,628,603	(105,697)
	Total Resources	21,582,100	6,785,174	1,069,463	1,072,316	1,052,943	4,625,129	1,730,529	1,180,724	1,215,795	1,069,486	1,051,879	1,105,115	82,751	22,041,304	459,204
REQUIREMENTS																
100	Salaries	9,629,342	146,709	179,607	727,573	767,626	761,400	758,520	736,870	753,460	745,000	750,000	750,000	1,805,000	8,881,765	747,577
200	Benefits	6,842,055	118,440	121,029	459,083	477,375	441,693	475,552	479,841	485,746	465,000	465,000	465,000	1,515,000	5,968,758	873,297
300	Purchased Services	2,388,095	66,187	213,285	75,886	106,625	172,711	197,882	301,237	86,964	170,000	170,000	170,000	285,000	2,015,777	372,318
400	Supplies & Materials	1,399,493	64,057	400,546	86,606	121,412	63,616	18,506	35,633	22,762	75,000	75,000	75,000	87,000	1,125,139	274,355
500	Capital Outlay	136,500	-	7,019	16,914	25,058	-	-	12,269	33,783	-	-	-	-	95,043	41,457
600	Other Objects	274,615	193,124	4,011	4,303	34,470	1,631	1,611	1,198	470	1,000	1,000	1,000	671	244,488	30,127
720	Transfers	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	Total Expenditures	21,582,100	588,517	925,496	1,370,366	1,532,565	1,441,052	1,452,070	1,567,047	1,383,185	1,456,000	1,461,000	1,461,000	3,942,671	18,580,969	3,001,131
Monthly Fund Balance		0	6,196,656	143,967	(298,050)	(479,622)	3,184,077	278,458	(386,323)	(167,390)	(386,514)	(409,121)	(355,885)	(3,859,920)	3,460,335	
Accumulated Fund Balance		0	6,196,656	6,340,624	6,042,574	5,562,952	8,747,029	9,025,488	8,639,165	8,471,775	8,085,261	7,676,140	7,320,255	3,460,335	3,460,335	
% of Budgeted Resources			31.44%	4.96%	4.97%	4.88%	21.43%	8.02%	5.47%	5.63%	4.96%	4.87%	5.12%	0.38%	102.13%	
% of Budgeted Requirements			2.73%	4.29%	6.35%	7.10%	6.68%	6.73%	7.26%	6.41%	6.75%	6.77%	6.77%	18.27%	86.09%	

Umatilla School District 6R

BOARD REPORT

Feb-23

VENDOR	DETAIL	AMOUNT	FUND
1 395 Quick Stop	Tamales, Rice, Beans	\$ 723.69	
2 AAF International	Air Filters	\$ 1,819.23	
3 Act, Inc.	Workkeys Testing	\$ 20.50	
4 AJ's Printed Apparel	Polos/Robotics	\$ 100.00	\$ 217.00
5 Allstream	Long Distance	\$ 248.89	
6 Amazon Capital Service	Ziploc Bags; Robotics Supplies; Food Service Supplies; Office Supplies; Extension Cord Reels; Microphones; Baseball Supplies; Pocket Pitching Net; Microwave; Toner; Craft Items; Computer Mouse; Shuttlecocks; Pickleballs; Engraving Pen; Storage Bins; Floor Lamps; Paper Shredder; Desk Organizer; PC Speakers; Cricut Maker and Supplies; Bluetooth Speaker; Stainless Steel Prep Tank; Sheet Protectors; Cold Packs; Soccer Ball Set; Spinning Wheel set; Stickers; Inflatable Beach Balls; Dish Soap	\$ 9,742.31	100; 217; 239; 250; 255;
7 Anctil, Val	Greenhouse Supplies	\$ 2,755.32	239
8 Andymark, Inc.	Robotics	\$ 2,218.90	239
9 Aufdermauer, Natalie	Mileage Reimbursement	\$ 92.36	
10 Banner Bank	Misc Supplies; Meals; Netflix; Adobe; Creative Cloud; OSPRA Conf Registration/Burres; Lodging/C Sipe, S Sipe; Airfare/Ridings; Flowers; Craft Supplies; Robotics/Shirts	\$ 5,492.61	100; 210; 217; 255
11 Bivins, Courtney	Solar System Supplies	\$ 21.60	217
12 Blue Mountain Community College	K-12 Heartsavers	\$ 63.00	
13 Blue Mountain Environ & Consulting	Asbestos Survey	\$ 1,244.50	236
14 Bruce Heating & Air	Heating & Air Maintenance - MHES	\$ 222.50	
15 Cardenas, Ramona	Mileage Reimbursement	\$ 30.26	
16 Cart and Can	Dairy/Milk Purchases	\$ 11,473.10	250
17 Cascade Natural Gas	Gas	\$ 10,703.54	100; 250
18 CenturyLink	Telephones	\$ 1,168.47	
19 Chem-Aqua, Inc.	Water Treatment UHS	\$ 333.89	
20 CIT Technology Financing	Riso Copier Lease	\$ 260.51	
21 City of Umatilla	Utilities	\$ 25,319.09	100; 250
22 Code Combat	Code Combat Semester License	\$ 480.00	
23 Coleman Oil	Gas/Diesel	\$ 317.46	
24 Conley's Greenhouse	Greenhouse Supplies	\$ 2,247.73	217
25 Loving Guidance	Standard Parent Education Packet	\$ 442.25	217
26 Cotterell, Richard	Candy/Maps Testing	\$ 69.12	
27 Crown Paper & Janitorial	Janitorial Supplies	\$ 1,975.80	
28 CRS Mini Storage	STEAM Storage 2 months	\$ 108.00	217
29 Daniel, Courtney	Tuition Reimbursement	\$ 2,200.00	100; 299
30 Demco, Inc.	Label Protectors; Micropore Stamp Pad	\$ 139.70	
31 Desert Springs Bottled Water	Water/Delivery/Cooler Rental	\$ 56.25	
32 Durfey, Dan	Science Supplies; Travel/Seaside	\$ 611.13	
33 Family, Career & Community	Student Memberships	\$ 36.00	235
34 Farm City Fence	Fence Installation & Supplies	\$ 13,255.00	
35 Federal Express Corp	Addl Shipping Charges P2300573 Saunders	\$ 174.00	255
36 Fletcher, Meghan	Per Diem Rage & Anger Training	\$ 197.50	210
37 Floor Solutions, LLC	Carpet/Installation UHS	\$ 13,935.00	
38 Follett Content Solutions	Books	\$ 158.26	
39 Franks, Jennifer	Meds/Care Family; Robotics Supplies	\$ 48.83	100; 217
40 Gattis, Tammy	Cooking & Craft Supplies	\$ 141.45	217
41 Grant Union High School	Wrestling Tournament	\$ 20.00	
42 Hal Leonard	Symphonic Warm-ups	\$ 11.88	
43 Haro Robles, Oscar	Construction Class Mileage 3 months	\$ 385.67	
44 Heggerty Phonemic Awareness	Conciencia Fonologica	\$ 192.24	
45 Herff Jones	Diploma Envelopes	\$ 66.81	
46 Hermiston Auto Parts	Maintenance Supplies	\$ 8.98	
47 Hill, Clinton D	Play Scripts	\$ 84.62	217
48 Hilton Garden Inn Wilsonville	Lodging Robotics	\$ 4,556.25	239
49 Hogstad, Thomas	Consulting	\$ 6,949.75	100; 455
50 Holiday Inn Portland	Lodging - FCCLA	\$ 1,373.44	255
51 Home Depot	Robotics / Maintenance Supplies	\$ 1,190.19	100; 239
52 Intermountain ESD	Health Room Supplies; Character Trait Tickets; Printing	\$ 24,968.13	100; 217
53 Inland Development	Telecommunications	\$ 237.21	
54 JW Pepper & Son	Sheet Music	\$ 404.50	
55 Kane, Michelle	Let's Move Prizes	\$ 17.93	217
56 Leaf Capital Funding	Kyocera Lease	\$ 6,498.02	
57 Linn Benton Lincoln ESD	Powerschool	\$ 4,779.72	
58 Lorence, Eunice	Mileage Reimbursement - Pendleton	\$ 53.19	
59 Lorence, Robert	Meal Reimbursement	\$ 184.00	

60	Lorence, Megan	Map Testing Supplies	\$	18.75	
61	Lorence, Tricia	Counselor T-Shirts; Per Diem Rage & Anger Training	\$	285.50	100; 210
62	McMaster-Carr Supply	Robotics Supplies	\$	2,792.83	239
63	McMillan, Katie	Reading Incentives	\$	60.91	
64	NAFME-NW	Registrations	\$	332.00	
65	Nevco Sports	UHS GYM Shot Clock	\$	6,593.28	
66	North Coast Electric	Maintenance Supplies	\$	255.29	
67	Nygren, Holly	FACS Supplies	\$	179.61	235
68	Olson, Erick	SB Tournament Lodging	\$	2,046.43	
69	OR Vegetation Mgmt Assoc	2023 Conference - Durfey	\$	400.00	
70	OSBA	Policy Rewrite Fee	\$	6,000.00	
71	Pacific Power	Electricity	\$	13,718.82	
72	PBS Engineering	Asbestos Class	\$	470.00	452
73	Pine Eagle Charter School	Wrestling Tournament Entry Fee	\$	50.00	
74	R & R Sports Trophies	Medals	\$	210.00	
75	Red Lion Inn	Girls/Boys BB League Games	\$	1,170.00	
76	Rev Robotics	FRC Robotics	\$	4,267.70	239
77	Rivera Castro, Leslie	STEAM Supplies	\$	12.60	217
78	Shilo Inn	Lodging BB Playoffs	\$	792.00	
79	Sinor, Logan	Per Diem Rage & Anger Training Seattle	\$	197.50	
80	Sipe, Heidi	Travel Expenses	\$	1,751.33	
81	Smitty's Ace Hardware	Maintenance Supplies	\$	117.58	
82	Stoel Rives LLP	Professional Services	\$	3,175.20	
83	Super 8 By Wyndham	Wrestling Lodging	\$	572.88	
84	TK Elevator	UHS Elevator Maintenance	\$	420.23	
85	Tortilleria Y Tienda	Food Supplies	\$	7,005.29	251
86	Two Rivers Correctional Inst	Deserts UHS Awards Celebration	\$	165.00	
87	Umatilla Child Nutrition	Teacher Conference Meals	\$	1,030.09	
88	Umatilla High School	Wrestling Scale (reimbursed the ASB Account)	\$	650.00	
89	Umatilla Morrow Head Start	Grant 123	\$	122.45	
90	United Salad	Food Supplies	\$	2,436.45	250
91	Verizon Wireless	Cell Phone	\$	106.87	
92	Viking Productions	Staff Shirts	\$	827.45	100; 255
93	West Coast Products	Robotics	\$	668.92	239
94	Willamette ESD	Powerschool ASP Service	\$	5,140.57	

TOTAL

\$ 226,673.81

Fund 203-Career Pathways Grant	Fund 236-ESSER III Funds
Fund 204-Umatilla Sports Comp/Improv	Fund 239 - Measure 98
Fund 205-ORTOP	Fund 243-Oregon FIRST Robotics Program
Fund 206-Medicaid Administration	Fund 250-Food Service
Fund 207-SB-1149	Fund 251-Farm to School
Fund 210-Title IA Improving Basic Programs	Fund 255-Student Investment Account
Fund 211-Title IA - ESSA	Fund 258-Youth Transition (YTP)
Fund 212-Title IIA-PTR Teachers/Principals	Fund 259-Summer Academic Support Grant
Fund 214-Limited English Prof. Students	Fund 261-State Education Project (Lottery)
Fund 216-Title IVA - Safe & Drug Free Schools	Fund 267-OR Healthy Schools Grant
Fund 217-21st CCLC	Fund 284-Daycare Center
Fund 218 - Outdoor School Education Fund	Fund 285-Elementary A S B (MHES)
Fund 219-Title VIB - Rural Low Income Schools	Fund 290-Middle A S B (CBMS)
Fund 221-Title 1C Migrant	Fund 295-High A S B (UHS)
Fund 223-Children's Reading Foundation	Fund 299-Miscellaneous
Fund 224-I.D.E.A.	Fund 302-Debt Service - High School
Fund 225-Special Ed. I.D.E.A.	Fund 303-Debt Service - PERS UAL
Fund 227-Gear Up!	Fund 451-Capital Projects
Fund 230-Cares (ESSER I/CDL)	Fund 452-2016 GO Bond Capital Projects
Fund 235-ESSER II Funds	Fund 453-Construction Excise Tax

Umatilla School District #6R
Supplemental Budget Resolution #23-06
March 2023

Supplemental Budget Resolution Review for Board Consideration and Approval:

The Board appropriated the 2022-23 budget by functional groups within funds, in accordance with ORS 294.456. In each of the funds, the budgets for various functions were “best estimates” as of June 2022 when the Board adopted the budget. Actual needs in these functional categories are anticipated to vary from the original appropriation.

Therefore, there is a need to approve an appropriation resolution between the Special Revenue Fund and the Capital Project Fund, and supplemental budget for the Special Revenue Fund.

Fund 236 ESSER III Funds/Fund 455 Capital Project 2022 GO: Approve appropriation resolution to move \$550,000 appropriated in the Facilities function from Fund 455 to the same function in Fund 236. This change will support the purchase of the new modular and site prep-work for the Alternative Education/Daycare programs.

Fund 206 Medicaid Admin (MAC) Funds: The original budgeted amount of \$93,440 is increased to \$123,440, an increase of \$30,000. Additional Medicaid funds were approved and awarded to purchase three district mini-vans.

The changes in resources were not known at the time of the budget adoption.

- It is recommended the School Board approve the attached Resolution #23-06 as stated above.

Umatilla School District #6R
2022-2023 Supplemental Budget
Resolution #23-06

Be it Resolved, that the Board of Directors of Umatilla School District 6R hereby adopt an amended 2022-2023 budget in Capital Project Funds, for the fiscal year beginning July 1, 2022, the amounts for purposes below are hereby appropriated in the following funds:

Special Revenue Fund Revenue	As Adopted	Change	Final Adoption
Local Revenue	363,900	30,000	393,900
State Reveune	2,383,946	-	2,383,946
Federal Revenue	5,007,705	550,000	5,557,705
Transfers In	-	-	-
Beginning Fund Balance	654,821	-	654,821
Total Changes by Fund	8,410,372	580,000	8,990,372

*Revenue changes: Federal funds increased (ESSER III) by Budget transfer from Capital Project Funds.
Additional Medicaid funds awarded for approved project of purchasing three district mini-vans.*

Special Revenue Fund Appropriations	As Adopted	Change	Final Appropriations
1000: Instruction	4,760,559	-	4,760,559
2000: Support Services	1,923,554	30,000	1,953,554
3000: Enterprise & Community	1,460,939	-	1,460,939
4000: Facilities	-	550,000	550,000
5000: Transfers Out	40,500	-	40,500
6000: Contingency	224,820	-	224,820
Total Appropriations - Special Revenue Funds	8,410,372	580,000	8,990,372

*Increase 4000 function by transfer appropriation from Capital Project Funds to Special Revenue Funds. This appropriates funds for the purchase of the Alternative Education/Daycare building supported by ODE-approved ESSER III federal funds.
Support function 2000 increased to appropriate funds to purchase three district mini-vans.*

Special Revenue Fund Detail by Fund	As Adopted	Change	Final Appropriations
Fund 206 - Medicaid Admin (MAC) Funds	93,440	30,000	123,440
Fund 236 - ESSER III Funds	1,176,500	550,000	1,726,500
All other funds	7,140,432	-	7,140,432
TOTAL SPECIAL REVENUE FUND	8,410,372	580,000	8,990,372

**Umatilla School District #6R
2022-2023 Supplemental Budget
Resolution #23-06**

Capital Project Funds Revenue	As Adopted	Change	Final Adoption
Local Revenue	202,000	-	202,000
State Reveune	4,075,000	-	4,075,000
Bond Proceeds	45,200,000	(550,000)	44,650,000
Transfers In	290,500	-	290,500
Beginning Fund Balance	138,050	-	138,050
Total Changes by Fund	49,905,550	(550,000)	49,355,550

Revenue decrease by budget transfer to Special Revenue Funds.

Capital Project Funds Appropriations	As Adopted	Change	Final Appropriations
4000: Facilities	49,905,550	(550,000)	49,355,550
Total Appropriations - Capital Project Funds	49,905,550	(550,000)	49,355,550

By transfer appropriation, decrease 4000 function Facilities and appropriate in Special Revenue Funds.

Capital Project Funds Detail by Fund	As Adopted	Change	Final Appropriations
Fund 455 - Capital Projects 2022 GO	49,200,000	(550,000)	48,650,000
All other funds	705,550	-	705,550
TOTAL CAPITAL PROJECT FUNDS	49,905,550	(550,000)	49,355,550

Resolution #23-06 adopted this 9th day of March 2023:

Jon Lorence, Chair

Heidi Sipe, Superintendent

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 206

Title: Medicaid Admin (MAC) Funds

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	206.R1990	Miscellaneous	\$0.00	30,000.00	-	\$30,000.00
	206.R4700	Federal Grants Through Other	\$90,000.00	-	-	\$90,000.00
	206.R5400	Beginning Fund Balance	\$3,440.00	-	-	\$3,440.00
		TOTAL RESOURCES	\$93,440.00	\$30,000.00	\$0.00	\$123,440.00
REQUIREMENTS						
	206.2130.000.000.000.310	Professional/Technical Services	\$90,000.00	\$0.00	(90,000.00)	\$0.00
	206.2130.000.000.000.340	Travel	\$1,000.00	\$0.00	-	\$1,000.00
		Total Purchased Services	\$91,000.00	\$0.00	(90,000.00)	\$1,000.00
	206.2130.000.000.000.410	Supplies - General	\$1,000.00	\$0.00	-	\$1,000.00
	206.2130.000.000.000.460	Nonconsumable supplies	\$440.00	\$0.00	-	\$440.00
	206.2130.000.000.000.470	Computer Software	\$1,000.00	\$0.00	-	\$1,000.00
		Total Supplies & Materials	\$2,440.00	\$0.00	\$0.00	\$2,440.00
	206.2130.000.000.000.540	Equipment	\$0.00	\$120,000.00	-	\$120,000.00
		Total Other Objects	\$0.00	\$120,000.00	-	\$120,000.00
		TOTAL REQUIREMENTS	\$93,440.00	\$120,000.00	(90,000.00)	\$123,440.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 236
Title: ESSER III Funds

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	236.R4500	Restricted Revenue From Federal Sources	\$1,176,500.00	550,000.00	-	\$1,726,500.00
	236.R5400	Beginning Fund Balance	\$0.00	-	-	\$0.00
		TOTAL RESOURCES	\$1,176,500.00	\$550,000.00	\$0.00	\$1,726,500.00
REQUIREMENTS						
	236.1111.002.050.000.111		\$110,000.00	-	-	\$110,000.00
	236.1111.002.050.000.112		\$35,000.00			\$35,000.00
	236.1121.001.050.000.111		\$90,000.00			\$90,000.00
	236.1131.004.050.000.111		\$45,000.00			\$45,000.00
	236.1131.004.100.000.111		\$45,000.00			\$45,000.00
	236.1131.004.180.000.111		\$45,000.00			\$45,000.00
	236.1271.004.050.000.111		\$41,000.00			\$41,000.00
	236.2240.000.000.000.130		\$12,000.00			\$12,000.00
		Total Salaries	\$423,000.00	\$0.00	\$0.00	\$423,000.00
	236.1111.002.050.000.212	PERS Pick-Up	\$8,725.00			\$8,725.00
	236.1111.002.050.000.213	PERS Bond	\$8,725.00			\$8,725.00
	236.1111.002.050.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1111.002.050.000.216	Employer Paid PERS OPSRP	\$10,500.00			\$10,500.00
	236.1111.002.050.000.220	Social Security	\$11,500.00			\$11,500.00
	236.1111.002.050.000.231	Worker's Compensation	\$425.00			\$425.00
	236.1111.002.050.000.235	PFMLI	\$275.00			\$275.00
	236.1111.002.050.000.241	Medical Insurance	\$89,500.00			\$89,500.00
	236.1111.002.050.000.244	Life & Disability Insurance	\$100.00			\$100.00
	236.1111.002.050.000.245	District Paid Annuity	\$4,350.00			\$4,350.00
	236.1121.001.050.000.212	PERS Pick-Up	\$5,425.00			\$5,425.00
	236.1121.001.050.000.213	PERS Bond	\$5,425.00			\$5,425.00
	236.1121.001.050.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1121.001.050.000.216	Employer Paid PERS OPSRP	\$6,425.00			\$6,425.00
	236.1121.001.050.000.220	Social Security	\$6,925.00			\$6,925.00
	236.1121.001.050.000.231	Worker's Compensation	\$300.00			\$300.00
	236.1121.001.050.000.235	PFMLI	\$275.00			\$275.00
	236.1121.001.050.000.241	Medical Insurance	\$34,650.00			\$34,650.00
	236.1121.001.050.000.244	Life & Disability Insurance	\$50.00			\$50.00
	236.1121.001.050.000.245	District Paid Annuity	\$2,700.00			\$2,700.00
	236.1131.004.050.000.212	PERS Pick-Up	\$2,725.00			\$2,725.00
	236.1131.004.050.000.213	PERS Bond	\$2,725.00			\$2,725.00
	236.1131.004.050.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1131.004.050.000.216	Employer Paid PERS OPSRP	\$3,225.00			\$3,225.00
	236.1131.004.050.000.220	Social Security	\$3,500.00			\$3,500.00
	236.1131.004.050.000.231	Worker's Compensation	\$135.00			\$135.00
	236.1131.004.050.000.235	PFMLI	\$125.00			\$125.00
	236.1131.004.050.000.241	Medical Insurance	\$19,800.00			\$19,800.00
	236.1131.004.050.000.244	Life & Disability Insurance	\$25.00			\$25.00
	236.1131.004.050.000.245	District Paid Annuity	\$1,350.00			\$1,350.00
	236.1131.004.100.000.212	PERS Pick-Up	\$2,725.00			\$2,725.00
	236.1131.004.100.000.213	PERS Bond	\$2,725.00			\$2,725.00
	236.1131.004.100.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1131.004.100.000.216	Employer Paid PERS OPSRP	\$3,225.00			\$3,225.00
	236.1131.004.100.000.220	Social Security	\$3,500.00			\$3,500.00
	236.1131.004.100.000.231	Worker's Compensation	\$135.00			\$135.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 236
Title: ESSER III Funds

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
	236.1131.004.100.000.235	PFMLI	\$150.00			\$150.00
	236.1131.004.100.000.241	Medical Insurance	\$19,800.00			\$19,800.00
	236.1131.004.100.000.244	Life & Disability Insurance	\$25.00			\$25.00
	236.1131.004.100.000.245	District Paid Annuity	\$1,350.00			\$1,350.00
	236.1131.004.180.000.212	PERS Pick-Up	\$2,725.00			\$2,725.00
	236.1131.004.180.000.213	PERS Bond	\$2,725.00			\$2,725.00
	236.1131.004.180.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1131.004.180.000.216	Employer Paid PERS OPSRP	\$3,225.00			\$3,225.00
	236.1131.004.180.000.220	Social Security	\$3,500.00			\$3,500.00
	236.1131.004.180.000.231	Worker's Compensation	\$150.00			\$150.00
	236.1131.004.180.000.235	PFMLI	\$150.00			\$150.00
	236.1131.004.180.000.241	Medical Insurance	\$19,800.00			\$19,800.00
	236.1131.004.180.000.244	Life & Disability Insurance	\$25.00			\$25.00
	236.1131.004.180.000.245	District Paid Annuity	\$1,350.00			\$1,350.00
	236.1271.004.050.000.212	PERS Pick-Up	\$2,500.00			\$2,500.00
	236.1271.004.050.000.213	PERS Bond	\$2,100.00			\$2,100.00
	236.1271.004.050.000.215	PERS OPSRP RHIA	\$100.00			\$100.00
	236.1271.004.050.000.216	Employer Paid PERS OPSRP	\$7,250.00			\$7,250.00
	236.1271.004.050.000.220	Social Security	\$3,300.00			\$3,300.00
	236.1271.004.050.000.231	Worker's Compensation	\$75.00			\$75.00
	236.1271.004.050.000.235	PFMLI	\$125.00			\$125.00
	236.1271.004.050.000.241	Medical Insurance	\$19,800.00			\$19,800.00
	236.1271.004.050.000.244	Life & Disability Insurance	\$25.00			\$25.00
	236.1271.004.050.000.245	District Paid Annuity	\$1,300.00			\$1,300.00
	236.2240.000.000.000.211	Employer Paid PERS Tier 1/2	\$125.00			\$125.00
	236.2240.000.000.000.212	PERS Pick-Up	\$725.00			\$725.00
	236.2240.000.000.000.213	PERS Bond	\$725.00			\$725.00
	236.2240.000.000.000.216	Employer Paid PERS OPSRP	\$850.00			\$850.00
	236.2240.000.000.000.220	Social Security	\$1,000.00			\$1,000.00
	236.2240.000.000.000.231	Worker's Compensation	\$30.00			\$30.00
	236.2240.000.000.000.245	District Paid Annuity	\$300.00			\$300.00
		Total Associated Payroll Costs	\$338,000.00	\$0.00	\$0.00	\$338,000.00
	236.4150.000.000.000.310	Professional/Technical Services	\$0.00	\$50,000.00	-	\$50,000.00
	236.2240.000.000.000.312	Instructional Professional Services	\$10,500.00	\$0.00	-	\$10,500.00
	236.2540.000.000.000.322	Repairs & Maintenance	\$75,000.00	\$0.00	-	\$75,000.00
		Total Purchased Services	\$85,500.00	\$50,000.00	\$0.00	\$135,500.00
	236.1131.004.050.000.420	Textbooks	\$120,000.00	\$0.00	-	\$120,000.00
	236.1271.001.050.000.410	Supplies - General	\$30,000.00	\$0.00	-	\$30,000.00
	236.1271.001.050.000.460	Nonconsumable supplies	\$30,000.00	\$0.00	-	\$30,000.00
	236.1271.002.050.000.410	Supplies - General	\$30,000.00			\$30,000.00
	236.1271.002.050.000.460	Nonconsumable supplies	\$30,000.00			\$30,000.00
	236.1271.004.050.000.410	Supplies - General	\$30,000.00			\$30,000.00
	236.1271.004.050.000.460	Nonconsumable supplies	\$30,000.00			\$30,000.00
	236.1291.002.000.000.470	Computer Software	\$30,000.00			\$30,000.00
		Total Supplies & Materials	\$330,000.00	\$0.00	\$0.00	\$330,000.00
	236.4150.000.000.000.520	Buildings	\$0.00	\$500,000.00	-	\$500,000.00
		Total Capital Outlay	\$0.00	\$500,000.00	-	\$500,000.00
		TOTAL REQUIREMENTS	\$1,176,500.00	\$550,000.00	\$0.00	\$1,726,500.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 455

Title: Capital Projects 2022 GO

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	455.R3299	Other State Restricted Sources	\$4,000,000.00	-	-	\$4,000,000.00
	455.R5110	Bond Proceeds	\$45,200,000.00	-	550,000	\$44,650,000.00
	455.R5400	Beginning Fund Balance	\$0.00	-	-	\$0.00
		TOTAL RESOURCES	\$49,200,000.00	\$0.00	\$550,000.00	\$48,650,000.00
REQUIREMENTS						
	455.4150.000.000.000.310	Professional/Technical Services	\$1,000,000.00	\$0.00	-	\$1,000,000.00
	455.4150.000.000.000.382	Legal Services	\$50,000.00	\$0.00	-	\$50,000.00
		Total Purchased Services	\$1,050,000.00	\$0.00	-	\$1,050,000.00
	455.4150.000.000.000.520	Building Acquisition	\$47,550,000.00	\$0.00	550,000.00	\$47,000,000.00
		Total Capital Outlay	\$47,550,000.00	\$0.00	550,000.00	\$47,000,000.00
	455.4150.000.000.000.640	Dues & Fees	\$600,000.00	\$0.00	-	\$600,000.00
		Total Other Objects	\$600,000.00	\$0.00	-	\$600,000.00
		TOTAL REQUIREMENTS	\$49,200,000.00	\$0.00	\$550,000.00	\$48,650,000.00

ADMINISTRATION and DIRECTORS
****23-24 Salary TBD - Pending Board Approval**

SCHOOL EMPLOYEE	ASSIGNMENT	23-24 FTE	STATUS 23-24	RENEW	COMMENTS
Coyle, Nicole	Principal MHES	1.0	Contract	Y	3 yr Contract
Young, Tim	VP MHES	1.0	Probationary 2	Y	220 workdays
Daniel, Taunya	Director of Elem. Education	1.0	Probationary 2	Y	220 workdays
Cotterell, Rick	Principal CBMS	1.0	Contract	Y	3 yr Contract
Brown, Anthony	CBMS Dean of Students/Athletic Director	1.0	Probationary 2	Y	195 workdays
Dirksen, April	UHS Vice Principal	1.0	Contract	Y	195 workdays
Lorence, Bob	Principal UHS	1.0	Probationary 2	Y	Retiree - Rehire
Hunt, Julie	Special Ed. Supervisor	1.0	Contract	Y	220 workdays
Sipe, Heidi	Superintendent	1.0	Contract	Y	Current Contract July 01, 21 - June 30, 24
Stefani, Vincent	Maintenance Director	1.0	Contract	Y	260 workdays
Starliper, Rikkilynn	Nutrition Director	1.0	Contract	Y	260 workdays
Williams-Strege, Stephanie	Measure 98/21st CCLC Coordinator	1.0	Contract	Y	220 workdays

NON-LICENSED SUPERVISORY/ CONFIDENTIAL

EMPLOYEE NAME	POSITION	DATE OF HIRE	RENEW	HOURS	COMMENTS
Aufdermauer, Natalie	Superintendent/Board Secretary	4/4/2022	X	8/DAY	CONFIDENTIAL 260 DAYS CONTRACT
Burres, Elizebeth	Communications Coordinator	12/13/2021	X	8/DAY	CONFIDENTIAL 220 DAYS CONTRACT
Chavez, Josy	HR Specialist	8/26/2008	X	8/DAY	CONFIDENTIAL 260 DAYS CONTRACT
Franks, Jennifer	Student Data Systems Specialist	8/22/2014	X	8/DAY	CLASSIFIED
Lopez, Karyna	Administrative Receptionist	8/25/2021	X	8/DAY	CONFIDENTIAL 260 DAYS CONTRACT
Mejia, Isaac	Payroll Clerk	5/06/2009	X	8/DAY	CONFIDENTIAL 22-23 - 150 DAYS CONTRACT
Reyes, Briana	Homeless Liaison	3/13/2017	X	3/WEEK	CLASSIFIED

**UMATILLA SCHOOL DISTRICT 6R
2023-2024**

McNary Heights Elementary - Teachers

**2023-2024 Salary TBD. Pending UEA negotiation and Board Approval

Employee	Assignment	FTE	23-24 Status	Renew	OTHER	23-24 STEP	22-23 Salary	Comments
Ang, Meghan	3rd	1	Contract	Y	BA	6		
Bennett, Jordan	3rd DL	1	Contract	Y	MA	6		
Blake, Sarah	Counselor	1	Contract	Y	MA+15	15		10 Extra Days to Contract
Carrillo, Samantha	3rd DL	1	Probationary 3	Y	BA	3		
Castro, Candice	1st	1	Probationary 3	Y	BA+30	2		
Chase, Gloria	ELL	1	Contract	Y	MA	8		
DeVore, Karen	Roving Sub	1	Probationary 3	Y	BA	2		
Enkey, Melina	Special ED	1	Probationary 3	Y	BA+45	2		
Escamilla, Yoshira	Kinder DL	1	Probationary 3	Y	BA	3		
Estrella, Christine	5th	1	Probationary 3	Y	MA+15	15		
Finck, Madison	1st	1	Probationary 2	Y	BA	1		
Fuentes, Jennifer	2nd	1	Probationary 2	Y	BA	1		
Garcia Quezada, Jessica	KG DL	1	Contract	Y	MA+15	8		
Gattis, Tammy	4th	1	Probationary 2	Y	MA	2		
Gust, Allegra	4th	1	Contract	Y	MA	7		
Gutierrez, Margaret	1st DL	1	Contract	Y	MA+15	15		
Hottman, Molly	2nd	1	Contract	Y	MA+15	15		
Iovino, Mary	1st	1	Contract	Y	MA+15	15		
Jaimez, Tessa	2nd DL	1	Contract	Y	MA+15	15		

Jepsen, Margaret	Music	1	Probationary 3	Y	BA	2		
Johnson, Ann	1st	1	Contract	Y	MA+15	15		
Johnston, Melanie	Instructional Coach	1	Contract	Y	MA+15	15		10 Extra Days to Contract
Keeler, Courtney	5th	1	Probationary 2	Y	MA	1		
Liebe, Mykel	2nd DL	1	Contract	Y	MA+15	7		
Lind, Brandt	PE	1	Probationary 1	Y	MA	15		Retiree-Rehire
Lorence, Tricia	3rd	1	Contract	Y	MA+15	7		
Lougee, David	TOSA ELL	1	Contract	Y	MA	15		220 Days Contract
Lougee, Shelly	ESL	1	Probationary 3	Y	BA	2		
Martinez, Grace	1st DL	1	Probationary 2	Y	BA	1		
May, Valerie	3rd	1	Contract	Y	MA+15	15		
Mendoza, Anay	5th	1	Probationary 2	Y	BA	4		
Ortiz Ochoa, Nancy	4th	1	Probationary 3	Y	BA	2		
Pottorff, Coni	Instructional Coach	1	Probationary 2	Y	MA+15	15		10 Extra Days to Contract
Riomondo, Rebecca	ESL	1	Probationary 2	Y	BA	0		
Rooney, Adam	5th	1	Probationary 3	Y	BA	2		
Ross, Wendy	Special. Ed.	1	Probationary 2	Y	MA+15	12		
Russell, Teresa	Instructional Coach	1	Contract	Y	MA+15	15		10 Extra Days to Contract
Serratos, Marlina	4th	1	Probationary 3	Y	BA	2		
Sheller, Karen	2nd	1	Contract	Y	MA+15	15		
Sinor, Logan	Roving Sub	1	Probationary 2	Y	BA	1		
Summerlin, Michelle	KG	1	Contract	Y	MA+15	8		
Traver, BreAnna	Title 1A	1	Contract	Y	MA	15		
Welch, Sara	Roving Sub	.4	Contract	Y	MA+15	9		

Williams, Chevelle	Special ED	1	Contract	Y	MA	4	52,776.32	
Williams, John	5th	1	Probationary 3	Y	BA	2	42,524.77	

Clara Brownell Middle School - Teachers

Employee	Assignment	FTE	23-24 Status	Renew	OTHER	23-24 STEP	22-23 Salary	Comments
Bryant, Nolan	Social Studies	1	Contract	Y	MA+15	4		
Caldwell, Jeff	Sped. Roving Sub	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Collins, Jeffrey	Social Studies	1	Contract	Y	MA+15	9		
Contreras-Leal, Oscar	P.E	1	Contract	Y	MA	4		
Coyle, Ian	Math	1	Probationary 3	Y	BA+15	2		
Daniel, Courtney	Science	1	Probationary 2	Y	BA	1		
Davis, Courtney	Roving Sub.	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Durfey, Dan	Science	1	Contract	Y	MA+15	8		
Estrada, Dorothy	Alt. Ed. Teacher	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Garcia Coria, David	Spanish	1	Probationary 2	Y	BA	2		
Hruza, Kyra	ELA	1	Contract	Y	BA	11		
Karan, Salesh	Math	1	Contract	Y	MA	9		
Laurence, Karen	ELL	1	Probationary 2	Y	BA+45	15		Retiree-Rehire
Lorence, Megan	Math	1	Contract	Y	BA	4		
Nygren, Holly	FACS	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Quam, Brandon	Music	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Russell, Arrik	CTE	.5	Probationary 2	Y	BA	0		.5 Licensed and .5 Classified
Selis, Meagan	Humanities	.5	Probationary 3	Y	MA	10		.5 Teacher/.5 Instructional Coach 10 extra days
Silver, Zyan	Science	1	Probationary 3	Y	MA	9		

Sipe, Caden	Exploring Trades	1	Contract	Y	BA+15	3		.5 at UHS and .5 CBMS
Storagee, Michael	Social Studies	1	Probationary 2	Y	BA	1		
Tinnin, Audrey	ELA	1	Probationary 2	Y	MA	1		
Valadez, Carolina	ELA	1	Contract	Y	MA+15	7		

Umatilla High School - Teachers

Employee	Assignment	FTE	23-24 Status	Renew	OTHE R	23-24 STEP	22-23 Salary	Comments
Bow, Scott	Athletic Director	.55	Contract	Y	MA+15	15		220 days contract + Zero hour class
Bow, Scott	PE	.45	Contract	Y	MA+15	15		
Buckallew, Mary	On Track Advisor	1	Contract	Y	MA+15	15		
Caldwell, Jeff	Sp. Ed. Roving Sub	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Davis, Courtney	Roving Sub.	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Early, Chris	History/ELL	1	Contract	Y	MA+15	15		
Erz, Samantha	Roving Sub.	1	Probationary 3	Y	BA	3		
Escovedo, Lupe	Spanish/math	1	Contract	Y	MA+15	15		
Estrada, Dorothy	Alt. Ed. Teacher	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Funderburk, Corinne	LA	1	Contract	Y	MA+15	15		
Gebers, Keith	Business Ed.	1	Contract	Y	MA+15	15		
Gonzalez, Marisa	P.E/Heath	1	Contract	Y	MA+15	5		
Hill, Clint	LA	1	Probationary 3	Y	MA	15		

Humphrey, Shari	Special Ed. Life Skills	1	Contract	Y	MA+15	6		
Jewett, Amethyst	Science	1	Contract	Y	MA	8		
Lee, Timothy	Social Studies	1	Contract	Y	MA+15	15		
Lourence, Dee	Counselor	1	Contract	Y	MA+15	15		Extra 10 days on contract
Lougee, Alexa	LA	1	Contract	Y	MA	7		
Lougee, Eric	ELL Teacher	1	Contract	Y	MA	8		
Morrow, Sam	Special Ed.	1	Probationary 3	Y	MA+15	9		
Navarrete Ruiz, Edgar	LA	1	Probationary 3	Y	BA	2		
Nygren, Holly	FACS	1	Probationary 3	Y	BA	1		.5 at UHS and .5 CBMS
Quam, Brandon	Music	1	Probationary 2	Y	BA	1		.5 at UHS and .5 CBMS
Silver, Nicole	Art	1	Probationary 3	Y	MA+15	12		
Sipe, Caden	Exploring Trades	1	Contract	Y	BA+15	3		.5 at UHS and .5 CBMS
Sipe, Kyle	Instructional Coach	.5	Contract	Y	MA+15	15		Extra 10 days on contract
Sipe, Kyle	Teacher	.5	Contract	Y	MA+15	15		
Swarat, Kelley	Social Studies	1	Contract	Y	MA	15		
Swarat, Nancy	Math	1	Contract	Y	MA+15	15		
Wagner, Tammy	Daycare Teacher	1	Contract	Y	BA	4		
West, Shann	P.E/Health	1	Contract	Y	MA+15	10		
Wicklander, Hannah	Math	1	Contract	Y	BA+30	3		

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
Vaughan, Caitlin	Data Specialist		X		8	M-5
Bernal, Delma	Specialty Secretary	10/2/2000	X		8	L-8
Sanchez, Maria	Family Outreach	10/15/2018	X		6	C-6
Gonzalez, Ashlee	Family Outreach	11/22/2021	X		6	C-3

MCNARY

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON-RENEW	HOURS	23-24 STEP
Aparicio, Nadia	Operational Assistant	1/16/2018	X		6	F-7
Arellano, Jose	Operational Assistant	8/24/2022	X		6.8	F-2
Baldwin, Zoey	Operational Assistant	12/1/2022	X		6.8	F-2
Bedolla, Alondra	Educational Assistant	10/10/2022	X		6.8	F-2
Bivins, Courtney	Educational Assistant	8/25/2021	X		6	F-2
Blake, Stefanie	Attendance Secretary	1/11/2016	X		2	D-7
Blake, Stefanie	After School Secretary	1/11/2016	X		6	L-7
Cardenas, Cecilia	Educational Assistant	8/24/2022	X		6.8	F-2
Cardenas, Jasmine	Educational Assistant	3/1/2022	X		6.8	F-3
Chavez, Leslie	Educational Assistant	8/24/2022	X		6.8	F-2
Cruz Jimenez, Isabel	Attendance Secretary	1/11/2016	X		8	D-6

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
Davis, Billie-Jean	Operational Assistant	1/17/2023	X		6.4	F-2
Garcia, Crystal	Educational Assistant	8/24/2022	X		6.8	F-2
Garza, Michael	Educational Assistant	9/1/2022	X		6.8	F-2
Herrera, Sarina	Educational Assistant	8/24/2022	X		6.8	F-2
Holm, Kelly	Operational Assistant	10/23/2004	X		6.2	F-8
Holmes, Carrie	Educational Assistant	8/25/2021	X		6.8	F-3
Imel, Rhiannon	Operational Assistant	10/10/2022	X		6.8	F-2
Iveson, Erin	Office Manager	12/3/2007	X		8	M-8
Iveson, Jaycee	Educational Assistant	8/25/2021	X		6.8	F-3
Jimenez, Claudia	Operational Assistant	8/21/2019	X		6	F-5
Johnson, Kayli	Educational Assistant	08/24/2022	X		6.8	F-2
Kember, Studer	Educational Assistant	03/01/2022	X		6.8	F-3
Klucas, Austin	Operational Assistant	09/03/2019	X		6.4	F-5
Knight, Alisha	Operational Assistant	08/24/2022	X		6.8	F-2
Lind, Joanne	Media Assistant	08/18/2022	X		7	B-7
Lopez, Jissell	Educational Assistant	9/1/2022	X		6.8	F-2
Martindale, April	Educational Assistant	1/6/2020	X		6.8	F-7
Massari-Cox, Michele	Educational Assistant	1/8/2018	X		6	F-7
Mendoza, Daniel	Educational Assistant	12/1/2022	X		6.8	F-2

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
McMillan, Katie	Media Assistant	4/2/2018	X		7	B-8
Monreal, Sonia	Educational Assistant	10/10/2022	X		6.8	F-2
Nava, Diana	Educational Assistant	10/11/2021	X		6.8	F-3
Nava, Kaylee	Educational Assistant	12/1/2022	X		6.8	F-2
Ortega, Martha	Educational Assistant	10/23/2017	X		6.4	F-8
Ortiz, Jenifer	Educational Assistant	9/1/2021	X		6	F-3
Osorio, Kaeli	Educational Assistant	8/25/2021	X		6.4	F-3
Pacheco, Sandra	Attendance Secretary	2/7/2022	X		8	D-5
Pankratz, Christi	Operational Assistant	11/1/2018	X		6	F-6
Parke, Stephnie	Operational Assistant	9/25/2018	X		6.4	F-6
Prindle, Danette	Educational Assistant	10/8/2018	X		6.8	F-6
Sardella, Melisa	Operational Assistant	1/23/2023	X		6.8	F-2
Smith, Angela	Educational Assistant	8/25/2021	X		6	F-5
Studer, Kember	Educational Assistant	3/1/2022	X		6.8	F-3
Tankersley, Anne	Educational Assistant	9/15/2003	X		6.8	F-8
Torres, Maritza	Educational Assistant	8/24/2022	X		6.8	F-2
Veliz, Vicky	Operational Assistant	08/24/2022	X		6.4	F-4
Wagner, Sarah	Educational Assistant	08/24/2022	X		6.8	F-2

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
Wiley, Lucia	Educational Assistant	08/25/2021	X		6.8	F-3
Williams, Emily	Educational Assistant	10/10/2022	X		6.8	F-2

CLARA BROWNELL

EMPLOYEE NAME	POSITION		RENEW	NON-RENEW	HOURS	
Bonney-Stefani, Alyxas	Operational Assistant	10/10/2022	X		6.4	F-2
Castro, Daphne	Office Manager	3/1/2019	X		8	M-2
Dohman, Trey	Educational Assistant	3/8/2021	X		6.8	F-5
Espain, Bianca	Educational Assistant	10/10/2022	X		6.8	F-2
French, Tom	Educational Assistant	8/25/1997	X		6	F-8
Gomez, Crystal	Attendance Secretary	9/22/2022	X		8	D-4
Haight, Katherine	Operational Assistant	12/1/2022	X		6.4	F-2
Medrano, Nayeli	Educational Assistant	1/17/2023	X		6.8	F-2
Miracle, Caitlyn	Operational Assistant	8/25/2021	X		6.4	F-5
Parmelee, Shelly	Educational Assistant	8/31/2005	X		6.8	F-8
Peterson, Laura	Educational Assistant	1/3/2022	X		6.8	F-5

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON-RENEW	HOURS	23-24 STEP
Placencia, Bianca	Educational Assistant	8/24/2022	X		6.8	F-2
Ridings, Tina	After School Program Secretary	9/14/2012	X		3	L-8
Russell, Arrik	Educational Assistant	9/20/2021	X		3	F-3
Simmons, Katie	Operational Assistant	10/10/2022	X		6.4	F-2
Wagner, Devyn	Media Assistant	08/25/2021	X		4	B-2
Wagner, Devyn	Student Data Systems Specialist	08/13/2021	X		3.4	M-3

UMATILLA HIGH SCHOOL

EMPLOYEE NAME	POSITION		RENEW	NON-RENEW	HOURS	
Adams, Wes	Educational Assistant		X		6	F-5
Anderson, Monica	Operational Assistant	12/6/2005	X		6	F-8
Armenta-Coria, Lupe	Attendance Secretary	8/20/2020	X		8	D-5
Castaneda, Kimberly	Daycare Assistant	1/17/2023	X		8	F-2
Clayton, Kaylee	Educational Assistant	8/25/2021	X		6.8	F-3
Cooper, George David	Operational Assistant	9/25/2017	X		6.5	F-7
Dahlin, Lisa	Educational Assistant	8/21/2019	X		6.4	F-8
Gillette, Mariah	Operational Assistant	11/1/2022	X		6.4	F-2
Linn, Anna	Operational Assistant	10/21/2019	X		6.4	F-5

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
EMPLOYEE NAME	POSITION		RENEW	NON-RENEW	HOURS	
Bedolla Guerrero, Mayra	Kitchen Coordinator		X		6.8	J-2
Brown, Sheri	Kitchen Coordinator	11/30/2009	X		6.8	J-8
Hughes, Bobbi	kitchen Coordinator	8/28/2018	X		6.4	J-6
Keller, Lisa	UHS Kitchen Coordinator	8/20/2001	X		6.8	J-8
Macias Pena, Lorena	Kitchen Coordinator/Kitchen Roving Sub	1/18/2023	X		6.4	J-2
Murillo, Graciela	Child Nutrition Assistant	9/15/2022	X		6.8	G-2
Schock, Nan	kitchen Coordinator	9/19/2016	X		6.8	J-7
Vargas, Adriana	MHES Child Nutrition Assistant	1/2/2018	X		6.4	G-7
Watson, Tami	CBMS Child Nutrition Assistant	1/9/2010	X		6.4	G-8

MAINTENANCE

EMPLOYEE NAME	POSITION		RENEW	NON-RENEW	HOURS	
Campos, Victor	Custodial	1/22/2019	X		3.6	H-6
Cardenas, Ramona	Custodial	11/28/2022	X		8	H-2
DeBoise, Joni	Custodial	10/1/2012	X		8	H-8
Doty-Harsh, Xander	Custodial	8/1/2022	X		8	H-2
Julio, Jessica	Custodial	11/21/2022	X		8	H-2

FLAT RATE: 2022-2023 - \$18.91 | 2023-2024 \$19.62

2023-2024

District Employees

EMPLOYEE NAME	POSITION	Date of hire	RENEW	NON RENEW	HOURS	23-24 STEP
Julio, Sydney	Custodial	7/20/2022	X		8	H-2
Kirkpatrick, Judith	Custodial		X		8	H-5
Leal, Enrique	Grounds	11/3/2022	X		8	K-5
McCauley, Alice	Custodial	2/13/2023	X		8	H-2
Mitchell, Jerry	Custodial	10/1/2009	X		8	H-8
Morse, Amanda	Custodial	1/16/2018	X		8	H-7
Ortiz, Pedro	Head Grounds	8/15/2016	X		8	K-8
Pottorff, Rex	Maintenance	7/1/2022	X		8	I-2
White, David	Maintenance	5/13/2019	X		8	I-4

Umatilla School District

Integrated Plan Application, March 2023

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the **high-level results** of that needs assessment. Include a description of the **data sources** you used and **how that data informs equity-based decision making, including strategic planning and resource allocation**. (500 words or less)

We embedded this process into existing data analysis and equitable decision-making systems, led by our Core Teams of teachers, administration and superintendent. The teams review multiple data points, identify successful strategies and areas that need improvement, and use our equity lens to set goals and develop action plans. For quarterly school-level analysis, Core Teams review monthly data team reports. Bright Bytes supports this process by assessing risk and identifying trends using the following data:

-Academic: GPA; pass rates, SBAC for ELA, Math, Science & Social Studies; MAPS Reading, Language Usage, and Math; and high school cumulative credits, advanced course enrollment, gateway coursework; PSAT and SAT/ACT and National Student Clearinghouse data.

-Attendance: overall, first 30 days, attendance to date, tardies and chronic absenteeism.

-Behavior: overall, referrals, detentions, suspensions and expulsions.

Data is disaggregated by risk level and student demographics (race/ethnicity, gender, 504 plan, IEP status, ELL and mobility). *The [expectations document](#) and [monthly agenda](#) highlight the process used at these meetings.*

Between the monthly data teams and quarterly school level analysis, the processes to ensure student growth are firmly in place and systematized. In support of the Integrated Planning Needs Assessment, the Core Teams also reviewed survey results regarding the after-school program and a districtwide stakeholder survey with targeted budget questions conducted annually during conferences. An aligned survey was completed by staff and 4-12th grade student surveys in January 2023 painting a full picture of assets and needs. We also gathered feedback at various family night events including the "Someone Special" dance and the Family Resource Fair. See [Engagement Calendar and Artifacts](#).

This stakeholder data was dovetailed with the disaggregated student achievement and growth trends gleaned from Core Team meetings. As a result, the following needs were identified:

Elementary: Attendance for all students is a concern with 49% considered high risk. In MAPS, student growth and student achievement are concerns, particularly: Kindergarten & 1st grade

(English) Math, Kindergarten & 1st grade (Spanish) Reading, 2nd and 3rd grade in all testing areas, 4th grade Reading and 5th grade Math. In the 2022-23 school year, additional interventions were put in place and fall-winter test data shows a positive impact on student achievement. We will continue to monitor and adjust as needed.

Middle School: Although Bright Bytes identifies just 9% of students at high risk overall, the team considers attendance (33% are high risk) an area of concern. The biggest challenge remains rebounding student achievement and growth after the pandemic. We must continue accelerating growth to help students meet MAPS targets (particularly 6th grade Math, 7th grade Reading, Language Usage and Math, and 8th grade Reading and Math) and prepare for high school. In the 2022-23 school year, additional interventions were put in place and fall-winter test data shows a positive impact on student achievement. We will continue to monitor and adjust as needed.

In the 2021-22 school year, the following growth was observed (50%= average growth):

	<i>Reading</i>	<i>Language Usage</i>	<i>Math</i>
<i>Kindergarten-English</i>	58%		44%
<i>Kindergarten-Spanish</i>	8%		
<i>First-English</i>	63%		45%
<i>First-Spanish</i>	25%		
<i>Second-English</i>	36%	35%	40%
<i>Third</i>	42%	43%	38%
<i>Fourth</i>	48%	57%	50%
<i>Fifth</i>	53%	58%	41%

	<i>Reading</i>	<i>Language Usage</i>	<i>Math</i>
<i>6th</i>	57%	60%	43%
<i>7th</i>	24%	47%	35%
<i>8th</i>	36%	53%	41%

	<i>Reading</i>	<i>Language Usage</i>	<i>Algebra 1</i>	<i>Algebra II</i>	<i>Geometry</i>
9th	48%	50%	33%		
10th	39%	55%	43%		65%
11th	21%	31%	40%	16%	52%
12th					

In the 2022-23 school year thus far (Fall-Winter), the following growth was observed (50%= average growth):

Fall-Winter 2022-2023

	Reading	Math	Language Usage	Spanish Reading
Kinder	54%	69%		60%
1 st	41%	58%		43%
2 nd	48%	55%	42%	36%
3 rd	27%	43%	35%	43%
4 th	48%	47%	45%	
5 th	54%	55%	56%	
6 th	61%	56%	52%	
7 th	54%	48%	52%	
8 th	63%	65%	62%	

9 th	57%		60%	
10 th	78%		70%	
11 th	73%		65%	
12 th	77%			

High School Graduation Success Rates:

	Umatilla	State
All Students	90.53	83.78
Male	91.07	81.61
Female	89.74	86.20
American Indian/Alaska Native	*	71.98
Asian	*	92.55
Native Hawaiian/Pacific Islander	*	76.44
Black/African American	*	80.52
Hispanic/Latino	92.75	80.52
Multi-Racial	*	82.09
White	86.96	85.30
Underserved Races/Ethnicities	92.75	79.61
Economically Disadvantaged	91.49	83.03
Students with Disabilities	*	70.73
Former English Learners, Exited Prior to High School	>95	87.67
English Learners, Anytime in High School	*	66.26
Never English Learners	88.64	84.45
Talented and Gifted	*	96.79
Migrant	94.74	82.78
Homeless Students	*	62.43
Combined Disadvantaged	90.53	82.35
CTE Participants	93.22	90.62
CTE Concentrators	>95	94.03

Plan Summary

Your plan summary will help [reviewers get quick context for your plan and the work ahead](#). In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. (500 words or less)

Umatilla School District serves a diverse student population with unique needs. We believe in high expectations backed by a strong support network for students. Umatilla serves the second highest percentage of ELL students in Oregon (second only to Woodburn) and we believe in the importance of bilingual education and strong English Language Learner programming. Our student population experiences poverty at high rates and we understand that we cannot ask “who” will serve students and instead understand and accept the responsibility of meeting many needs for students in the school environment. We provide free breakfast and lunch for all students each day and also provide the STEAM Academy of Umatilla After-School program which provides dinner and a snack in addition to academic enrichment opportunities, high-dosage tutoring, credit recovery and access to STEAM experiences.

The work in Umatilla is guided by the District's [“Behind the Motto”](#) document which is updated annually and supported through various check-in and monitoring experiences at the school and district level. Core Teams meet an average of three times during the school year. A check-in survey is utilized to monitor the team's progress on their action plans, which will be expanded to include the priorities identified in this four year plan.

In order to assess our local performance targets, the district will continue using MAPS three times per year to monitor student progress in mathematics, language usage and reading. Students in bilingual classrooms are assessed in English and Spanish, all other students are assessed in English only. The district focuses on student growth and student growth goals to keep students progressing towards graduation expectations. The District consistently [exceeds the Oregon graduation rates](#) in all student categories and credits the focus on student growth, and consistent monitoring of student progress, as a large part of the graduation success at the high school level.

The consistent systems of the district, combined with a district-wide focus on the whole-child and long-term success of students, work together to create a cohesive learning environment designed to support each and every student in achieving success at individual levels and reflect the common goals of the six Integrated Initiatives.

Equity Advanced

(250 words or less per question)

What strengths do you see in your district or school in terms of equity and access?

Umatilla students do not have achievement gaps by student group; instead, we are facing a consistent challenge across all groups with student achievement. Our focus on student groups, data analysis and on-time adjustments to instruction based on MAPS data, pays off for students and makes a difference for our student groups. Our students across the district, especially post-COVID, are performing below grade level (below 50th percentile) as grade levels across the board. We are focused on helping students exceed their growth goals to close the achievement gap between them and their like aged peers across the nation.

What needs were identified in your district or school in terms of equity and access?

Our focus on growth does pay off with achievement by high school; however, we must still focus on closing the achievement gap between our students and national norms earlier to help students not just reach graduation, but accelerate past graduation and pursue more rigorous paths through high school. We would like to see an increase in students accessing college coursework and graduating with their AAOT degrees. The students who have done so are nearly identically representative of our high school population in both gender and race/ethnicity, however, the percentage of students doing so remains below 20% each year and we'd like to see more students graduating with their AAOT and high school diplomas concurrently and we know this will be possible with higher achievement. When students can not just meet, but surpass, their growth goals, we know we will increase enrollment in our dual credit opportunities.

With increased attention to accelerating growth, combined with our continued dedication to monitoring each and every student subgroup, we can ensure that all students not only have access and opportunity to educational opportunities, but to advanced opportunities that will advance our historically disadvantaged student groups to new levels of achievement and we look forward to celebrating that success in the future for students.

Our district will always focus on our ELL, SPED, and students experiencing poverty student groups. When our data does not show disparity, it is because we have focused on these vulnerable groups. While we do not have a trend with lack of growth in any one group over another, we know that these remain our priority groups.

Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

[Umatilla Equity Lens Tool](#)

Describe how you used this tool in your planning. (Referring to equity lens/tool)

Our planning tool's impact is present in all we do. One can look at it and compare it to our "Behind the Motto" document from our School Board and see the focus on student access and opportunity. The agendas and focus of our Core, Data and Discipline teams all focus on disaggregated student data, individual student data, and utilizing the data to assign interventions and support for students to help them meet their individual growth goals. When considering investments and additional interventions, the equity tool is used to be certain we are addressing student needs appropriately and allocating resources appropriately.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our ELL, SPED and students experiencing poverty are our focal groups. We know we must provide additional resources and support to ensure growth for these groups, and that those same services are of benefit to all students. We provide mental health support, after-school support, bilingual education, and nutritional support because we know it's essential for these student groups in particular, but these services are of great benefit to all students in the district and opportunities to participate in these services are available to all.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The lack of parental consequences for failing to send students to school is detrimental to our long-term goals because attendance is the precursor to all other success measures. Prior to state-level changes, chronically absent students not responding to outreach from counselors, CARE team, social workers, or other school staff and not adhering to attendance contracts were referred to the Community Accountability Board (CAB). The CAB supported families by explaining the impact on the community and developing accountability systems to avoid fines from the traditional court system. This program had an extremely high success rate and was an essential part of our attendance support system.

Now that students and parents know they can't be fined, some refuse to send their kids to school, and DHS provides no support. Students are enrolling in school for the first time in second and third grades, and children unenrolled in school after ten-day drops never come back to us or other schools without consequences. The state has failed Oregon's children by removing requirements for parents to be responsible at the most basic level, endangering those who most need the support—food, clothing, medical, mental health, and connections to community resources for housing and employment—provided at school.

We do our part willingly, lovingly, and with a sense of great responsibility knowing we are accountable for student success. If you want to see focal groups succeed, help us keep them in school with resources beyond support networks that extend to accountability and cross-agency communication about unintended consequences.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Our Homeless Liaison works with families and students to ensure they are connected to resources and have what they need to succeed in school. Through partnership with the CARE team, they are connected to community resources. In the district, students are provided with support for clothing, shoes, and basic needs to ensure they have what they need to attend school. The Homeless Liaison also supports transportation needs for students and provides check-in services to ensure they have a support network. Students identified as homeless are not labeled in the District's SIS and are instead known only to the liaison and need to know staff on an as-needed basis. This helps protect identified students from stigma and also ensures the focus is on getting them what they need, when they need it, but not on limiting their potential based on assumptions.

CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

We do not have access nor achievement gaps for our CTE programming which is a definite strength of the programs. Participation in our CTE POS is strong and is equitably distributed among student groups.

What needs were identified in your CTE Programs of Study in terms of equity and access?

Continued participation in CTE programming, with continued diversity in participation, is necessary.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Our school counselor encourages students to consider CTE options. Further, our after-school programs and clubs/activities are closely aligned with our CTE programs which helps recruit a diverse group of students.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

We review participation data by student groups to ensure equitable participation. Further, we recruit students in programs with equity in mind and work to help students who might not see themselves in various CTE programs of study as capable of success in the programs. Our after-school program and clubs are very helpful with this as they also welcome all students and work to recruit a diverse group of students and introduce them to the CTE pathways aligned to the clubs and programs as well.

Well-Rounded Education

(250 words or less per question)

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

A well rounded education begins at the elementary level. In grades 2-5, students take music and PE during the school day and art is integrated in their regular classrooms. In Kindergarten, music is embedded throughout the school day and is a core part of the curriculum for reading and math. K-1 students also take PE. Through the after-school program ([registration brochure](#)), students have a wide variety of enrichment opportunities in science, technology, engineering, arts and mathematics.

At the middle school level, students have access to core content in addition to electives that include: Choir, Band, Drama, game theory and design, leadership, personal finance, Spanish for Native Speakers, Spanish, books and movies, math intervention, Food and Travel, Exploring Trades (Careers), Humanities, Zoology, and Robotics.

At the high school level, students have access to core content, full college course offerings, and electives that include: Success 101 (future planning), Viking Productions (business/screen

printing), leadership, introduction to education, pathways to scholarships, Spanish, Spanish for Native Speakers, CTE- Business Pathway, CTE- Manufacturing Pathway, Weight Training, Speech and Performance, Forensic Science, Visual Art, Robotics, Computer Science, Personal Finance, Psychology, and Childcare Careers.

K-12 SEL is intertwined with Conscious Discipline in early elementary and Positive Discipline and Sound Discipline throughout. The District aims to help students see beyond the opportunities provided within the district boundaries by providing them access to a wide variety of course offerings and after-school courses designed to expose them to future possibilities.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

In addition to the music, arts and performance classes described above, the after-school program provides opportunities for music and art as well as theater. The after-school program offerings are available K-12. While the classes listed in the earlier question are dedicated courses, it is important to note the integration of multiple fine arts disciplines into core content as well. It is common to see standards and instructional materials from art, music and media in content courses and this practice is encouraged throughout the district.

How do you ensure students have access to strong library programs?

Our library media specialist provides guidance and support to the on-site library media assistants in each building. The library media program is available K-12 and provides access to books on-site as well as through the virtual libraries Myon and SORA.

Library media usage is encouraged through:

- Promotion of library media resources: we work to make sure students are aware of resources including print books, periodicals, online databases on online libraries including Myon and SORA;
- Training support: students have access to training in their content classes for library media;
- Incorporation of library media into the curriculum: teachers are encouraged to incorporate library media resources and provide support to students in locating and using materials;
- Fostering a love of reading: students are encouraged to read for pleasure through inviting displays and competition opportunities such as Battle of Books; and

-Positive atmosphere: budget funds have been allocated in recent years for obtaining comfortable and inviting furniture and decor to support a positive learning environment in library spaces.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

At the elementary level, time for recess and lunch is a struggle given the number of students in the school and the dual language program combined with the literacy plan which requires a significant portion of the day to be dedicated to reading instruction. Those challenges coupled with mandatory PE minutes make eating time and recess time the very last of our priorities when scheduling; however, each class does have a full lunch period and dedicated recess time as well as scheduled brain breaks throughout the day intended to provide additional physical activity time for students. At the middle and high school levels, scheduled time for eating and recess is much simpler. The middle school provides grade level opportunities for lunch and recess. The high school provides A and B lunches and recess times for students.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

The STEAM Academy is a crucial component of the district. The course provided in the STEAM Academy offers opportunities for students to explore STEAM fields and classes in engaging and hands-on courses. In addition, the District is host to an Amazon Think Big Space which provides STEAM experiences for students in grades 6-12. Further, Umatilla has robust robotics programming for students K-12 and has FLL at the elementary level, 14 FTC teams at the middle school and 2 FRC teams at the high school. These competitive teams do incredibly well and teams from Umatilla have made it to the state finals in FTC each year and the FRC team, Confidential, has made it to the World Finals eight times in the past twelve years. These opportunities are provided in addition to the variety of STEAM offerings already provided in the school day 6-12 curriculum which focus on hands-on, lab based learning and include: Life Science, Zoology, Physical Science, Science in Everyday Life, Earth Science, Biology, Chemistry, Forensic Science, Computer Science, Robotics, Woods Tech, Manufacturing, Pre-Calculus, Geometry, Math 2, Math 3, and Algebra 1. It is important to note that we are in the midst of transitioning to our 2+1 math model which is why there is a mix of standard course names (Algebra, Geometry, etc) and Math 2, etc. Data science, construction math, calculus, trigonometry, and financial math are all being explored and revised for our plus one offerings.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

A guaranteed and viable curriculum starts with the adoption cycle. We start with the ODE adopted curriculum options. Our teams then review the various materials and make their recommendation for adoption. Once curriculum has been adopted and purchased, training for the resources is provided. Ongoing support training is added as needed throughout the term of use as well.

Every Friday afternoon (half days for students) is professional development for teachers in grades 6-12 and every other Friday afternoon is professional development time at the elementary level. This allows our teachers time to meet and discuss instruction. During these meetings, gaps in curriculum are explored and additional lessons aligned to CCSS are added as necessary.

To ensure continuity among the grade levels, we use MAPS assessments K-12. This data helps us identify common standards in need of additional support. The teams then identify resources and additional curriculum needed to help students successfully access the standards as they progress through grade levels.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Each year, the district superintendent sets forth the expectations for classroom instruction by reminding all teachers of the components involved in the learning walkthrough process, which is designed to ensure and support effective instruction and has been used successfully by the district as a sustainable and results-oriented practice for several years. The email from 2022-23 is [found here](#). Then, the walkthrough [form](#) is used by our administrative team throughout the year. Each week at our administrative check-in meeting, the count of walkthroughs done by each administrator is shared for the week and the month. The expectation is that each administrator will do twelve check ins per month.

More recent staffing additions to our instructional systems have been critical in supporting students and teachers in recovery from the pandemic and a less-experienced teaching staff still learning the art and science of our profession. Instructional coaches observe and support new teachers (probationary) and provide help with instructional expectations. Mentors are also provided to probationary teachers and the mentors provide support for day-to-day needs.

Annual surveys are conducted to monitor student perception of school culture and instructional delivery is a part of the survey tool.

How will you support, coordinate, and integrate early childhood education programs?

We offer a preschool program for four year olds in partnership with IMESD's EI/ECSE and migrant programs. We also work with Head Start and, when they are available, community preschools to route children into the best preschool option. Note that we don't always have a steady private pre-K provider. We also work together to help students from each program transition into Kindergarten.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Through BrightBytes and MAPS data we consistently monitor and track student progress, allowing staff to prepare smooth student transitions. We host 5th and 8th grade fly up days to introduce them to their new schools. In middle school, we start working with Juntos and offer college planning resources to parents and students, acquainting them with the processes to apply to college, acquire financial aid, and navigate post-high school options.

In 9th grade, all students participate in Career Choices/Success 101, a rigorous class requiring career investigation and a 10-year-plan and their first opportunity to earn college credits. We pay for any AAOT, OTM or career pathway program, coordinating with partners including Rogue River and Blue Mountain Community Colleges and Eastern Oregon University. Many students each year graduate earning an AAOT degree through BMCC and our diploma concurrently. We team up with College Possible to provide mentorship and support to high school students in applying for college and succeeding in college. Multiple college visits are offered through the district and Juntos.

We also offer a strong Youth Transition Program to help IEP students transition to their next steps through paid internships and career training. This opportunity is also offered to the regular attenders in our after-school STEAM Academy. Through the Oregon Teacher Pathway, we build educators by providing opportunities to intern during the school day, take a college class on becoming an educator, get paid to teach in our after-school program and then receive reduced-price classes in EOU's education program.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups? Can/Should address all students but also call out focal students

We have support in place at every grade level for students who need additional interventions. The literacy plan at MHES provides the road map to academic success for all readers and allows for below-grade, on-grade and above-grade level literacy supports. At the middle and high school level, additional courses are available to help students with remediation needs. In mathematics and language arts (reading and language usage), we have a variety of intervention classes as well as in-class assistants to support instruction for struggling students. MAPS is used to help identify targeted instruction, for lower level and upper level students. For additional math support we use Khan Academy or IXL. Through Myon we have thousands of books available in Spanish and English for students to read on a number of devices. We also offer TAG services for qualified students.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

In addition to TAG services for qualifying students, the district provides acceleration opportunities for K-8 students who are above grade level through skill groups. At the high school level, students are able to complete their entire AAOT degree at district expense during their high school experience. We offer dual enrollment through Blue Mountain Community, Rogue River Community and Eastern Oregon University on-campus, through distance learning and online. The high school counselor works with students individually to map out their pathway for achieving their goals and the district provides financial support for all tuition, fees, books and tutoring support to ensure students have all they need to succeed.

CTE Focus

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Umatilla High School has strong CTE Programs of Study in Manufacturing and Business Management. Students have access through the CTE courses to many career information and employment opportunities. At this time we are working with the Intermountain CTE Consortium to access Oregon Connections which offers a wide base of business and industry available to interact with students. Industry professionals share their expertise, bringing real-world, authentic learning opportunities through daily live industry chats and virtual guest speakers. Topics include Women in STEM careers, employability skills, Financial Literacy and

even virtual tours of workspaces. We are also working on an Oregon Careers Network to connect students to industry and manage programs of study requirements.

Umatilla High School also hosts colleges, technical schools, and universities who visit campus to help students make choices about their higher education opportunities. Also provided are interviews for apprenticeships and internships with local companies in the electrical and manufacturing industries.

For future CTE students and families, each pathway has a brochure or document that allows students to see how they can earn a CTE Program Completer designation as well as a solid foundation for their future.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

At Umatilla High School we created a student handbook with all of the course information as well as program-specific CTE Pathway Brochures that provide information to students and families about each program and how they support their future goals. The students from focal groups are the main success story for Umatilla High School. Most of our program completers are hispanic/latinx. What is great about the success is that it is built on the word of mouth from our own students. They are the best promoters for the programs of study. They get their friends, siblings, and new students to the district in taking the courses.

A main goal for the Intermountain CTE Consortium as well as Umatilla is to increase access to and retention of all students in the programs of study, with particular attention to students with disabilities and Hispanic/Latinx students.

How are you providing equitable work-based learning experiences for students?

At Umatilla High school students work with industry-level manufacturing equipment in the shop and construction-focused housing projects or job sites. Students take field trips to learn about regional companies. In the Business Pathway, students run a Stock Market simulation and explore entrepreneurship by building a business plan and presenting it for a bank loan during a mock interview. Robotics and FCCLA clubs allow students to learn, practice and compete in the skills they will need in these fields. A Viking Production class creates and sells clothing, signs and other trinkets, introducing business and accounting measures.

Our Youth Transition Program (YTP) prepares students with disabilities for employment or career-related postsecondary education training through pre-employment transition activities and supports. The ultimate goal is that students leave the educational system with the

knowledge and skill sets needed to lead as full of an adult life as possible. At Umatilla our YTP program offers two exceptional inclusive and holistic learning experiences:

-Odin's Brew Cafe at Umatilla High School teaches the basic concepts of a small coffee business, including responsibility, money management, ordering, inventory, accounting, budgeting and advertising, customer service and social skills;

-S.W.E.L.L. (Summer Work-based Experience Learning Lesson) Program, assisting students in work skills such as interviewing, appropriate employer communication, establishing work hours and providing opportunities for growth within the community.

Umatilla School Districts YTP efforts have been extremely successful, increasing 4-year diploma rates and higher ed or competitive employment rates to outperform the state average.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Many of the courses created in the CTE Pathways are DOK skill levels 2 to 4, meaning they are not just repeat, rehearse, regurgitate type courses. The students have to take what they have learned and apply it to produce something, a robot, a business idea, a web page, a slide show, parts for machinery, CAD designs, and so many more.

Students have the opportunity to earn college credits for CTE courses, including over 20 credits in the Business Pathway alone. Students who also are considered program concentrators or program completers have scored higher on State Tests in the Business CTE Pathway, which has been recognized at the state level.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

At Umatilla High School we offer many ways for self-sufficiency in a career. We work on Budgeting through the Success 101 course, which teaches life skills as well as building a base for a career the students might be interested in. The students look up careers, build a budget based on a salary and expenses, organize a checkbook, and various other options.

We really look to be creative with the skills learned in courses and applied in building a project or the business field through our CTE courses. The students leave with a strong base for a career in Manufacturing or Business.

How will you prepare CTE participants for non-traditional fields?

We have a strong STEAM program here at Umatilla High school. We have FRC and FTC programs going on at Umatilla SD. The students are introduced to Computer Science, Manufacturing, Programming, Technology, and Presentation. FIRST Robotics is one of the shining stars of the Umatilla School District. The students have represented UHS many competitions including World Competitions numerous times. Many of the Alumni have found enormous success at the collegiate level and beyond. They also come back and are generous with their time and resources to the current high school students. We have one of the only all-ladies teams in competitions as well.

We also have the STEAM Academy after school program in which students can learn about various non-traditional fields.

Describe any new CTE Programs of Study to be developed.

At Umatilla High School we are in the process of developing a Hospitality and Tourism Pathway as well as restructuring our Manufacturing Pathway to a more non-traditional field that is prevalent in this area of Eastern Oregon.



(250 words or less per question)

If the goal is meaningful, authentic, and ongoing community engagement, **where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? Be honest. Don't paint a picture that doesn't exist. It's okay to call out the struggles and what you're going to experiment doing in the future.**

Please review the [community engagement calendar for 2022-23](#). It is important to note that the district provides the staffing and financial resources to support the "PTO" or Parent Teacher Organization. We provide a \$20,000/year budget for their work and the two staff, our Family Liaisons, who lead the effort. This allows us to have an engaged family group who is working very closely together for the students and staff without the responsibility of fundraising. They have a voice, full autonomy for their budget, and play a large role in guiding our district and building positive connection events between the community, families and the schools.

What relationships and/or partnerships will you cultivate to improve future engagement?

We have incredibly strong participation in events because of the leadership role our PTO plays in our district. This was our first year using this model, and we will continue to replicate this work.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

In terms of the engagement requirements, templates with actual text and a library of answers to trigger ideas would be more beneficial than guiding questions. The intent behind the levels and specific requirements is noble, but laborious, redundant and potentially counterproductive in small communities already laser-focused on balancing partnership, healthy boundaries, and effective collaboration in service to all students and families.

Regarding continuous improvement, an interview of our administrative team facilitated by ODE and/or ESD and addressing the key questions would be more efficient and effective than this current process, particularly for those without large district office teams. The crux of the issue is simple: In smaller districts, we either have time to do the work well or write about the work well. Most of us are writing this narrative late at night or on the weekends, a recipe for burn-out. I know I worked on mine on a Saturday night after hosting a robotics event all day- as a volunteer.

This is not a plea to avoid accountability, but a request to evaluate the full picture of accountability in our state through local school boards and processes, Division 22 requirements, and other programs outside of the six in this initiative to streamline only the most essential and legislatively-required elements. Otherwise, districts like ours won't have time to implement or sustain the best practices this work intends to address.

How do you ensure community members and partners experience a safe and welcoming educational environment?

There are two important components to a safe and inclusive environment- physical and emotional. We have secure entry vestibules, one-button lock down systems and security cameras and alarms to help with physical security. We have school counselors in each school, partnerships with external counselors, CARE team members, a social worker, family liaisons and ACES/trauma-informed trained staff to support students and their emotional needs. We also have a partnership with Family Health Associates to support physical health. This partnership

provides a profit sharing model with our portion of the profits used exclusively for mental health support for students who have greater needs than our internal staff or external partner staff can support. We review and discuss our annual family engagement and student surveys as well as other stakeholder engagement, looking for ways to improve our safety and hospitality across the district.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

N/A

Who was engaged in any aspect of your planning processes under this guidance?

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators

- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other:

How were they engaged? (Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other: Regional Briefs

CTE Focus

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We have very strong partnerships with our local Chamber of Commerce and their associated members as well as Amazon Web Services, Family Health Associates, the City of Umatilla, and Good Shepherd Hospital. We work to provide multiple internship opportunities to students and it's through these partnerships that we develop relationships that guide our curriculum and instructional design. As new industries or businesses move into the region, administrators and appropriate staff connected to our CTE, YTP and after-school programs will invite their representatives into activities and collaborate to evaluate potential partnership opportunities.

It is important to us that our employer partners treat our students as well as we do and in compliance with Civil Rights law.

Affirmation of Tribal Consultation

If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Not applicable

Strengthened Systems and Capacity

(250 words or less per question)

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We use our Core Team process to help identify educational leaders. Teachers are recruited to the Core Team and we work to grow our own leaders from this group. Of our seven school leaders at our three schools, 5/7 were grown through this process. Our superintendent was also a teacher who grew through our leadership structure. We also have a robust grow your own program where students in our district participate in high school experiences in our After-School program while engaging in dual credit. They go on to finish up their degrees through our EOU partnership and come back to teach in Umatilla. We must be creative in recruiting/hiring and supporting our staff. When last analyzed in June of 2022, 45.16% of Umatilla educators were hired under a non-traditional license type. By hiring the right people for the work, and then working with them to add endorsements and licenses as needed, we've been able to diversify our work force and better provide our students with staff who relate to their experiences. To retain staff, we provide instructional coaches, mentors, and monthly support meetings.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities

being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

We do not have more than one school in a grade span, nor any schools with differing demographics; therefore, this question does not pertain to us. We do work to ensure that all staff hired receive significant onboarding support (whether certified or classified) as well as ongoing support through PD from our coaches, mentors, admin team and outside training opportunities.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

We use a quarterly discipline review team process to monitor the efficacy of our discipline processes and to check for disparate impact. Please review the agenda and process for the meetings here:

<https://drive.google.com/file/d/0Bx8jtFvnSfWqTWZIQ1A4cjhjWjdGSjNZM2NTYUNKcVRGdUxz/view?usp=sharing&resourcekey=0-0nM4ANzvL9LCpu8rerD4iQ>

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

As stated in previous questions, our commitment to professional development is strong. Our half-day Fridays allow for professional learning for all staff and our walkthrough system monitors instruction and allows for identification of needs. Our instructional coaches play an instrumental role in the professional development offerings and our full-time roaming subs are in place to ensure that we always have coverage so teachers can get the support they need. Through CORE team and data team meetings, we give a significant teacher voice to the needs assessment process when determining professional development needs and opportunities. Our school board supports the administrative team's participation in national, state and regional professional organizations, both as receivers and providers of relevant professional development.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Each year, the district superintendent sets forth the expectations for classroom instruction by reminding all teachers of the components involved in the learning walkthrough process. The email from 2022-23 is [found here](#). Then, the walkthrough [form](#) is used by our admin team throughout the year. Each week at our administrative check in meeting, the count of

walkthroughs done by each admin is shared for the week and the month. The expectation is that each admin will do twelve check ins per month.

In addition, instructional coaches observe and support new teachers (probationary) and provide help with instructional expectations. Mentors are also provided to probationary teachers and the mentors provide support for day-to-day needs. New teachers are provided with release time to meet with their instructional coaches and mentors and they also receive time to watch other teachers teach with support from an instructional coach.

Annual surveys are conducted to monitor student perception of school culture and instructional delivery is a part of the survey tool.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Bright Bytes data drives our monthly data team meetings. The Bright Bytes system determines students' risk of drop out using the following components:

Academic- current course GPA, current pass rate all courses, current core course GPA, cumulative GPA, SBAC ELA, SBAC Math, SBAC Science, SBAC Social Studies, MAPS Reading/ELA, MAPS Math.

Academic HS Only: cumulative credits, advanced course enrollment, gateway coursework (pass rate for Algebra I and Lab Sciences), PSAT and SAT/ACT.

Attendance- overall, first 30 days, attendance to date, tardies and chronic absenteeism.

Behavior- overall, minor, major, referrals, detentions, suspensions, and expulsions.

The data teams are empowered to assign interventions and such interventions are tracked in the Bright Bytes system as well. For a listing of interventions used based on data and team decision, visit our [intervention planner document](#).

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

As described in previous sections, we rely heavily on a deep and well-tested system of using 1) BrightBytes data to monitor student progress and 2) partnerships with local childcare and preschool providers, postsecondary institutions, business & industry, community organizations and agencies to support transitions for Umatilla students and their families. Through our

network of monthly data meetings and quarterly school-level reviews, interventions are employed and tracked to ensure that students are equipped to experience success as they move forward. These efforts are bolstered by our family engagement efforts, after-school programming and additional support services which are designed to maximize our ability to engage and meet the needs of students. Although all grade-level transitions are closely monitored through the monthly data team meetings, extra attention is paid to offering events and services for students and families as they are welcomed into new buildings.

Budget

[Integrated Planning and Budget](#)

Artifacts Documents:

[Engagement Calendar](#)

[Core Team Notes](#)

[Student Feedback via Survey](#)

[Staff Feedback](#)

[Family Nights](#)

JULY 2023

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AUGUST 2023

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SEPTEMBER 2023

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OCTOBER 2023

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NOVEMBER 2023

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DECEMBER 2023

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**Umatilla School District
2023-2024 CALENDAR**

AUGUST

22-24 Staff In-Service
 28- First Day of School Grades 1-5, 6th, and 9th (with Leadership Students)
 29- First Day of School, All UHS (9-12) and CBMS (6-8)

SEPTEMBER

4 - Labor Day- No School
 5- First Day of School Kindergarten

OCTOBER

13-No School Statewide In-Service Day
 27- Last Day of 1st Quarter- No School MHES
 30- First Day of 2nd Quarter

NOVEMBER

8-Conferences, 1/2 day MHES w/Evening Conferences, full day CBMS/UHS with Evening Conferences
 9-Conferences, No School MHES, 1/2 day CBMS/UHS
 10- No School, Veteran's Day Holiday
 22-24- Thanksgiving Break

DECEMBER

25-29- Winter Break

JANUARY

1-5- Winter Break
 15- No School Martin Luther King Jr Day
 19-Last Day of 2nd Quarter- No School MHES
 22- First Day of 3rd Quarter

FEBRUARY

19- No School- Presidents' Day

MARCH

22- Last Day of 3rd Quarter, No School MHES
 25-29- No School- Spring Break

APRIL

1- First Day of 4th Quarter
 10-Conferences, 1/2 day MHES w/Evening Conferences, full day CBMS/UHS with Evening Conferences
 11-Conferences, No School MHES, 1/2 day CBMS/UHS
 12- No School/Snow Day Make-Up if Necessary

MAY

27- No School- Memorial Day
 28- Last Day of School for Seniors

JUNE

1-High School Graduation
 5-Last Day of School
 6- Last Day for Staff

Contact Days: 178
In-Service Days: 4
Paid Holidays: 3
Total: 185

JANUARY 2024

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FEBRUARY 2024

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MARCH 2024

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APRIL 2024

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MAY 2024

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JUNE 2024

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Natalie Aufdermauer <aufdermauern@umatillasd.org>

Fwd: Ticket Sales?

1 message

Heidi Sipe <sipeh@umatillasd.org>

Wed, Mar 8, 2023 at 8:36 AM

To: Natalie Aufdermauer <aufdermauern@umatillasd.org>

----- Forwarded message -----

From: **David Stockdale** <david@umatilla-city.org>

Date: Tue, Mar 7, 2023 at 4:52 PM

Subject: RE: Ticket Sales?

To: Heidi Sipe <sipeh@umatillasd.org>

Hi Heidi,

Thanks for following up. I will be sharing a very high-level update during General Announcements tonight with the City Council on ticket sales so far, so I don't have their most current feedback yet as I'm sure I'll get some general questions as well. So, you're getting this just a little early.

So far, other than one local radio add running on KOHU/KQFM we have done zero paid advertisement for Rock the Locks and only really have utilized word-of-mouth, our social media (with no paid "boosts" or advertisements), and the festival website. So, with very little advertisement we have over \$125k in sales representing about 150 3-day passes, but only 24 Friday-only passes (about 350 total GA passes so far). We've also sold 68 camping passes, which come with two GA tickets and are for three days (we don't offer a 2-day pass). If we were to assume that all of the campers and all of the 3-day GAs arrived on Friday, we have a current total of 242 passes. We anticipate that once marketing/advertisements begin, we will see a steady flow of purchases. At the moment about 2/3 of our one-day tickets are for Saturday and the remaining 1/3 is nearly evenly split between Friday-only and Sunday-only.

As I mentioned before, we will have a much better indication come mid-April once we have about 3-4 weeks of advertisement of the event. But, with all that being said, our promoter/producer and the agents/managers of our headliners are telling us that we have very strong numbers considering we haven't done much in the way of advertisement thus far. Since this is a first year event, it is hard to predict exactly when attendees will arrive at the event, but we have general models from similar events like Rockin' the River in Montana, Willamette Country Music Festival in Sweet Home, and the Oregon Country Festival in Veneta where we have been able to have our estimates look relatively similar to what they experience when it comes to event traffic flow. We will, of course, have our trip count monitors out during the event so that we will have real data for next year.

Attached is our RTL Estimated Trip Flow for the event. You're likely mostly interested in Friday afternoon. We anticipate between 11:00am and 1:00pm that Friday approximately 275 trips into the event. We're estimating about 20% of those will be coming from east of Bud Draper and the remaining 80% (220 trips) will be coming from west of Bud Draper headed eastbound. We have approximately 2/3 mile from our vehicle entrance to the Bud Draper/730 intersection (or room for approximately 140 vehicles queuing). Then an additional approximately 1,000 linear feet in the left turn lane on Hwy 730 onto Bud Draper (or approximately 40 vehicles queued). That gives us up to approximately 180-vehicle queuing capacity for 220 vehicles that we anticipate coming through during that 2-hour period. We anticipate being able to move at least 4 vehicles per minute (or 240 during that two-hour window) through (this number will get larger later on as more parking attendants will be used as our anticipated numbers increase later on in the day).

In addition to our confidence in being able to keep vehicles flowing down Bud Draper, we also will have electronic message boards in both directions directing traffic to Bud Draper. RTL also has an official address on Bud Draper and is

the address used on our website so attendees are most likely to put that address into their GPS which has been confirmed by Google Maps to bring drivers to Bud Draper Road. We will also have signs placed at the entrance of Willamette informing drivers that Willamette is for local access only and not festival traffic (see general photo below).

With all this, and other traffic flow and elements of our traffic plan, we feel confident that traffic impacts along Willamette and throughout McNary neighborhoods will be minimal. Though the event starts at noon and we certainly are planning on arrivals starting around 11:00am, the majority of the traffic on Friday will be arriving around 4:00pm.

I'm very happy to answer any additional questions you may have about traffic and I'm available to come and talk about this with your board this Thursday, if you feel that would be helpful.

Thanks,

Dave



Dave Stockdale |City Manager

P: 541.922.3226 x102

F: 541.922.5708



E: david@umatilla-city.org

W: www.umatilla-city.org

City of Umatilla | P.O. Box 130 | Umatilla, OR 97882

From: Heidi Sipe <sipeh@umatillasd.org>

Sent: Tuesday, March 7, 2023 12:54 PM

To: David Stockdale <david@umatilla-city.org>

Subject: Ticket Sales?

Dave,

Good afternoon, I'm just following up on our email exchange from 2/10/23 regarding the ticket sales. The plan from you at that point was, "Tickets go on sale 2/16... so, we'll have about three weeks of sales at that time. We expect to sale 50% of our tickets by 4/16, 30% by 9/5, 10% by 9/30 and the remaining 10% at the gate. So... we'll have a reasonable guess by 3/7 what we expect our numbers to be."

Still solid? If so, could you please send over your ticket sale numbers thus far so I can share that info with the Board this Thursday so they can decide if we're going to have school on the Friday of Rock the Locks or not?

Thanks!

Heidi

--

Heidi Sipe
Superintendent
Umatilla School District
541-922-6501- office
541-720-0227- cell

Building Bridges to Successful Futures: The 88 graduates of 2022 earned 1,219 college credits and 2 students graduated high school with their Associate of Arts Transfer Degrees from Blue Mountain Community College concurrently. Collectively, the class of 2022 earned \$751,956 in scholarships. Their class also exceeded the Oregon State graduation rates in each and every student category. Way to go, Vikings!

--

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2 attachments



image001.png
46K



RTL Estimated Trip Flow.pdf
81K

Surplus

10 desk/chair combo. These came out of the Alt Ed building, they were replaced with newer desks.

9 sets of lockers. These lockers are the old ones out of the middle school locker room.



McNary Heights Elementary School



Home of the Mustangs

March Board Report 2023

Principal: Nicole Coyle Vice Principal: Tim Young
Director of Elementary Programs: Taunya Daniel

Enrollment:

As of March 1, 2023, we have 660 students currently enrolled at McNary.

Enrollment by grade level: Kinder = 100, 1st = 101, 2nd = 102, 3rd = 119, 4th = 109 5th = 129

Last year there were 632 students enrolled at this time.

March Professional Development:

- **Math Adoption Team Curriculum look** at IMESD Friday, March 3 at 1:00
- **Grade Level Meetings** March 6th & 8th
- **Time to Teach** Training Thursday, March 9th, 4:00
- **MY ON Training:** Friday, March 10th at 1:15 PM
- **Data Team Meeting:** Our monthly Bright Bytes data team meeting will be held on Friday, March 17th at 1:15 PM.

Calendar

- Read Across America Week: Feb. 27th-March 3rd
- Classified Appreciation Week: March 6th-10th
- McTeacher Night: March 14th
- MHES Marathon 13th-16th and 20th-23rd (weather permitting)
- Spring Break: March 27th-31st

Vice Principal's Report

Discipline:

We have had 64 major referrals between 02/01/23 and 02/28/23

- 15 Physical Aggression/Fighting
- 14 Minors to Major
- 10 Assault
- 7 Insubordination
- 5 Threatening

McNary Heights Elementary School

March Board Report 2023



Home of the Mustangs

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- 3 Horseplay/Recess
- 3 Inappropriate Use of Technology
- 2 Defiant/Disrespect
- 2 Harrassment
- 1 Vandalism
- 1 Stealing
- 1 Inappropriate Bathroom Behavior

SAFETY:

We had a fire drill on February 28th at 1:35 pm.

ACTIVITIES (February):

Fab Fridays: We are wanting to improve attendance, and we are starting with focusing on improving Friday attendance. Every student receives a ticket when they arrive. During the day, the school attendance total is announced, how it compares to the previous Friday's attendance, and what our goal is for the next Friday. I then draw a ticket and announce it over the intercom. The student with the winning ticket can choose up to three friends to eat lunch with me that day.

Friday, February 3: 87% of the students attended.

Friday, February 10: 90% of the students attended

Friday, February 17: 89% of the students attended

Friday, February 24: 84% of the students attended

McNary Heights Elementary School

March Board Report 2023



Home of the Mustangs

Principal: Nicole Coyle Vice Principal: Tim Young
Director of Elementary Programs: Taunya Daniel

MAPS Growth Celebration

We were able to celebrate Growth in MAPS with class certificates for classes that showed the most growth. Also, due to a donation from Hermiston Generating we were able to purchase prizes for a raffle. Students earned a ticket for meeting their goals and bonus tickets for exceeding their goals. Students earned over 6,000 tickets. We are very proud of the growth that our students are making.



Battle of the Books Final Match

Our final 2 teams Monkeys vs. McNary USA battled it out in front of half the school. Students on teams of 4 answered questions from 16 books. This year we had 34 teams participate at MHES.



McNary Heights Elementary School

March Board Report 2023



Home of the Mustangs

Principal: Nicole Coyle Vice Principal: Tim Young
Director of Elementary Programs: Taunya Daniel

Read Across America Parade

As a finale to our Read Across America week full of trivia, guest readers, dress up days, and favorite book tournaments, students participated in a school wide parade. Classes chose a class favorite book and created a float or banner for our annual parade. It is fun to see the creativity and excitement for books during this annual event.





**Clara Brownell Middle School
School Board Report
February 2023
Anthony Brown
Dean of Students/Athletic Director**

Discipline:

- 11 students served O.S.S. in February.
- 8 in-school suspensions in February.
- We have seen a slight increase in vape use recently. We also have experienced an increase in fighting the past month.

Student Activities:

- Track and Field begins Monday, March 6th.
- First track meet is April 7th at Stanfield.



Clara Brownell Middle School
Board Report
Rick Cotterell

Enrollment 2022-2023									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
6th	104	99	97	95	98	99	101		
7th	114	104	106	107	99	101	103		
8th	123	120	118	120	118	122	124		
Total	341	323	321	322	315	322	328		

March 2023

We were very pleased with the results of our winter MAPs testing. We saw tremendous gains in comparison to growth numbers last year, which we attribute to the extra planning, preparation, and celebration we put into this latest round of testing. Below is a comparison of our results from winter testing last year to winter testing this year.

	% of students meeting goal 21-22	% of students meeting goal 22-23
Reading		
• 6 th	58%	62%
• 7 th	35%	55%
• 8 th	49%	63%
Language Usage		
• 6 th	58%	52%
• 7 th	40%	53%
• 8 th	64%	62%
Mathematics		
• 6 th	45%	56%
• 7 th	41%	49%
• 8 th	44%	65%

Our plan is to continue this approach to testing, and we hope to see the percentage of students meeting growth goals stay above 50%.

Upcoming Events:

March 17: Data Teams

March 27-31: Spring Break

April: End of 3rd quarter

UMATILLA HIGH SCHOOL



Board Report

March 2023

Attendance Matters: Attendance is important for students to succeed. Our leadership students put together a campaign to increase our attendance. They created the Fabulous February Attendance Challenge. Grade levels will compete against each other to earn seeds into a March Madness Attendance Bracket. The following grade levels won the February Challenge

Feb. 6-10 9th and 11th won

Feb. 13-17 9th and 10th won

Feb. 21-24 9th and 10th won

Students enjoying their awards!



March Madness Bracket:

Feb. 27-March 10 Semi-Final #1 = 9th Grade (3-0) vs. 12 Grade (0-3)

Semi-Final #2 = 10th Grade (2-1) vs. 11 Grade (1-2)

March 13-March 24 Winner #1 vs. Winner #2 (Championship)

Loser of #1 vs. Loser of #2 (3rd and 4th)

Winner of the tournament wins a trip to the movie theater.

Winter Sports

Girls Basketball and Boys Basketball:

Boys basketball finished the season making their way to the 2nd round of the state playoffs. They lost to #3 ranked Dayton. Several players earned league honors.

1st Team: Emillio Jaimez, Michael Montez

2nd Team: Kaden Salamanca

Honorable Mention: RJ Estrada

Girls basketball finished the season playing their best basketball. They upset MacHi and earned a trip to the district tournament. They played tough against Riverside but came up short. League honors go to:

Honorable Mention: Linsey Mendoza, Alyssa Bow

Wrestling:

We took five wrestlers to the district tournaments. Rylee Sanchez wrestled at Girls districts on January 3. She lost her first match 8-7 and her second match 10-3. Rylee had a great season. She is a freshman and we hope to see more successes in the future. Angel Saucedo lost two hard fought matches. He was in the one of the toughest weight brackets and gave it his all.

Luis Campos and Justus Zamudio both wrestled 220 lbs. They both won their first matches and met in the finals. Justus won 5-0 and took the District Champion title. Luis placed 2nd. They both earned a trip to state.

Jose Medina wrestled at 285 lbs. He won his first match and lost his second. He was able to win and capture 3rd place. He too earned a trip to state.

State Wrestling: Our boys got to experience what it is like to wrestle under the lights at Veteran's Memorial Coliseum. All the wrestlers in 1A-4A and all the girls were there. Wrestling was happening on twelve mats at one time. Justus and Luis had two very tough matches. They wrestled well but ended up going two and out. Jose got to meet some very big boys in the 285 weight class. His first match was against the #1 seed. He wrestled tough but loss. He battled back winning his next two matches. He wrestled for 5th or 6th against his first opponent. He ended up losing but was very excited to earn a place on the podium. We are very proud of his sixth place finish. We are very proud of the 5 wrestlers who stuck it out this season and helped bring wrestling back to Umatilla.

Spring Sports:

Spring sports started on Feb. 27. The weather isn't cooperating, but we are still seeing good participation numbers.

Baseball has 17 boys out.

Softball has 26 girls and are excited to run a JV schedule for them this year.

Track has around 50 athletes wanting to participate.

Tennis has close to 30 athletes participating.

We are excited to offer Golf this year. We have 5 boys and 5 girls swinging clubs.

We still have kids completing paperwork so numbers may go up. Great to see so many kids wanting to be involved.

Umatilla Robotics:

Robotics competition season is fast approaching. The teams head off to Wilsonville on March 9th and will return the 11th. We look forward to hearing how our robots do in this year's challenge.



The greenhouse has been a project that has encountered many roadblocks over the past 8 years. I am happy to say we now have a fully functional greenhouse that is growing strawberries. A few minor additions still need to be completed. However, we can now focus on how it will be used in the future rather than ask when it will be used in the future. Thanks to all who helped get it to this point.

March Maintenance Board Report

With spring sports starting, grounds and maintenance have been busy setting up the playing fields. Maintenance has replaced the rotting wood around the softball dugouts and will continue to work on the announcer booth. We have also installed a batting cage for the softball team. For baseball, we did a few minor repairs around the field such as adding red rock around the bleachers, repairing the two storage sheds, and adjusting the baseball netting. For the track area we have installed the disc disc throwing net, and checked for any trip hazards around the track. Grounds and maintenance will continue working on all three areas. The maintenance crew has attended the annual asbestos training in Pendleton, we all received a certification of completion. We'll be having all of our boilers and water heaters inspected during the month of March. Maintenance was able to repair the heater for the admin area in McNary.



STEAM Academy of Umatilla

Stephanie Williams, Program Director 541-922-6516

Stefanie Blake, Site-coordinator MHES 541-922-6680

Tina Ridings, Site-coordinator CBMS/UHS 541-922-6543

February 2023

Dear Members of the Umatilla School Board,

Our Fall Data was completed and submitted to ODE. We had 659 students participate in the STEAM Academy of Umatilla this fall. We offered a variety of classes that focus on academic enrichment and youth development. Some new offerings this year include orchestra, Mystery Science, podcast, folklorio dance and STEM Around the World.

Robotics is in full swing and several teams have or will be competing in the next few weeks. We had four FTC teams qualify for the state championship in Hillsboro the weekend of February 25-26. Unfortunately, the winter storm in Portland lead to the tournament being canceled. FRC has several tournaments in the next few weeks. The students have been working hard and doing amazing things. I cannot wait to see where their hard work takes them.

Tina Ridings and I will be attending the National Afterschool Association conference March 19th-22rd. This conference is a wonderful opportunity to learn from programs across the United States and gain insights into best practices that will benefit the STEAM Academy of Umatilla. In addition, we are presenting this year; our focus will be the Internship program and its success.

The students enjoyed ice-skating the last Friday in February, and we appreciate the City of Umatilla for hosting us. They were very accommodating and a pleasure to work with.

Sincerely,

Stephanie Williams

ELD/Bilingual Board Report

March 2023

ESL & Dual Language

ELPA testing is underway this week and next in grades 1-12. We won't have most results until early May, but we're working hard to make testing conditions such that we get maximum growth.

My update of the EL plan is getting close to finished. I should have it to you for approval next month. I am also almost finished with the files for our ODE Title III audit.

I will be away at the COSA EL Alliance conference Thursday and Friday, helping with a presentation on identification of languages of new students, especially students from Mesoamerica who speak a language other than Spanish. In 2020 ODE officially recognized many new languages, including several that we've had here in our district: Mam, K'iche', and Akatek. These were previously grouped together and called Mayan Languages, even though speakers of those languages couldn't communicate with speakers of a different Mayan language. Our district participated in a pilot program of better identification of such students, and this is now going out state-wide.

NABE Conference – we had 6 ESL teachers and 4 dual language teachers attend the national NABE conference in Portland 2 weeks ago. We attended many helpful workshops. I personally went to workshops on summer school programs for EL, TAG identification of ELs, and strategies to help newcomers as well as long-term ELs. In spite of the snowy/icy weather, we had a good experience and learned quite a bit.

Libraries

Our school Battle of the Books competitions are now finished. Out of 34 teams, the winner at MHES was McNary USA. At CBMS it was the 8th grade team, and at UHS it was our only team. Now, on to regional competitions.

As usual, if you have any questions or comments, feel free to reach out to me. Thank you!

David Lougee



Board Talking Points

March 2023

Quality professional development is a critical component of a district's strategic plan. Regardless of experience or job assignment, educators require consistent training to improve their craft. IMESD continues to network with our districts to develop and provide comprehensive professional development initiatives throughout the region.

Last year, component superintendents identified the need for a strong regional instructional coaching and mentoring program. IMESD responded by adding positions through funding in the Local Service Plan and Regional Educator Network. (REN) The IMESD instructional coaching program provides direct support to beginning and veteran teachers and administrators. We “meet them where they are!” Recent additions include an innovative Principal's Academy and special education teacher support program. It is our hope to continue to expand the instructional coaching program in the future.

As a reference, several of the instructional coaching activities are referenced in the attached REN flyer.

Have a wonderful spring break!

MISSION

To provide outstanding customer service to our school districts in four areas: special education, technology, school improvement, and administrative services.

VISION

IMESD strives to ensure the success of every child by providing equitable services to close the opportunity gap. We are committed to the values of antiracism and multiculturalism.

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment only on agenda items.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

- Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making