

Regular Meeting
Wednesday, May 28, 2025 5:30 PM Pacific

District Office Board Room
11 N. Royal Ave
Eagle Point, Oregon 97524

1. **Call to Order**
2. **Roll Call**
3. **Agenda Adoption**
4. **Pledge of Allegiance**
5. **Reports and Public Forum**
 - 5.A. **Public Forum**
 - 5.B. **Student and Staff Recognition - Lake Creek Learning Center and URCEO**
 - 5.C. **Student Representative Report**

Leadership Events End of May ~ April

By: Esme & Allan



May 10th, Prom

Prom was a huge success and an unforgettable memory at the Expo. The night was filled with laughter, dancing, and great music. Everyone looked incredible, and it was so much fun!



May 14th, Local Scholarship Night

HUGE Scholarship Night as the Class of 2025 preps to write its next chapter. Thanks to all who made it possible!!



National Honors Induction

Our National Honor Society grew tonight with the annual induction event. Incoming juniors and seniors with a cumulative gpa of 3.5 and higher were invited to be part of the group.



May 8th,9th,10th, Annual Plant Sale

The FFA Plant Sale started selling out very quickly it was held in the green house and they had a lot of people coming out to get a lot of flowers



ASB Elections

We had two sets of runner up presidents and vice presidents with both of them having great speeches and in the end having our two presidents for the upcoming year!



May 9th, Decision Day

EPHS senior decision day event

Lots of photos and a chance to show our future plans!



Upcoming Events!

- Hillside & TRE Field Day
- Grad Walk
- Graduation Ceremony 6/6
- State send off for track & field 5/29



5.D. Employee's Association Representative Report

5.E. Crater Lake Academy Annual Update



CraterLake ACADEMY

2024/25 Annual Presentation

www.craterlakeacademy.org

Crater Lake Academy Highlights

- ✓ AVID Center Recognized
- ✓ Pathways Program
 - 291 credits projected to be earned this year
- ✓ Continued development of our Middle School Program Electives (Lego Robotics, Culinary Arts)
- ✓ Friday Enrichment K-12



Finalist
(2nd consecutive year)



#1 for Mid-Size



SCHOOL MISSION: EVERY STUDENT GRADUATES+

Student Focused. Innovation Driven.

SCHOOL VALUES: TRUST | TRANSPARENCY | TEAMWORK

FOCUSED ACADEMIC EXCELLENCE

INNOVATION COLLABORATION EXPERIENCES ENGAGEMENT

College and Career Readiness

C The scholar will actively engage in career and college exploration, connecting their learning to passions and interests while further linking these to potential college and career pathways, ultimately demonstrating a range of 21st Century employability skills.

Learning with Authentic Engagement

L The scholar will actively engage in the learning process by employing WICOR strategies, while discerning lesson purposes, employing questioning techniques, soliciting and implementing feedback, and actively participating in classroom and online activities.

Academic Rigor and Challenge

A The scholar will demonstrate initiative by regularly self-evaluating toward their academic goals, engaging with Costa's Levels of Questioning, and making meaningful cross-curricular connections, while proficiently employing academic language to exercise their scholar agency.

COLLECTION OF EVIDENCE

- Formative and Summative Assessments
- Oregon State Assessment Summative
- NWEA MAPS GROWTH Benchmarking
- 9th Grade On-Track
- Pathways Program Achievement Data
- Graduation Rate
- Post-Secondary Enrollment

SCHOLAR COMPETENCIES

Effective Communication: Proficiency in expressing ideas clearly and listening actively, both verbally and in writing.

Organization: Manage time and tasks to achieve short-term and long-term goals.

Collaboration and Teamwork: The skill to network and engage with diverse groups, contribute to team goals, and respect different perspectives.

Adaptability and Resilience: The capability to demonstrate emotional regulation by navigating change, learning from setbacks, and responding to adversity with a growth mindset.

Critical Thinking: The ability to analyze information, assess the validity of arguments, make well-informed decisions, and apply these skills to financial literacy and problem-solving contexts.

STRATEGIC INITIATIVES

Initiative 1 - Quality Instruction

*High Expectations and Accountability
Targeted Professional Development
Aligned Curriculum & Assessment*

Initiative 2 - Positive Culture

*Professional & Collaborative Relationships
Clearly Defined Roles & Responsibilities
Meaningful Stakeholder Engagement*

Initiative 3 - Robust Systems

*Effective Use of Data to Guide Improvement
Transparent Allocation of Resources
Policy & Program Coherence*

Initiative 4 - Effective Leadership

*Student-Focused Decision Making
Dynamic & Distributed Leadership
Communication with Reflective Practice*



CraterLake

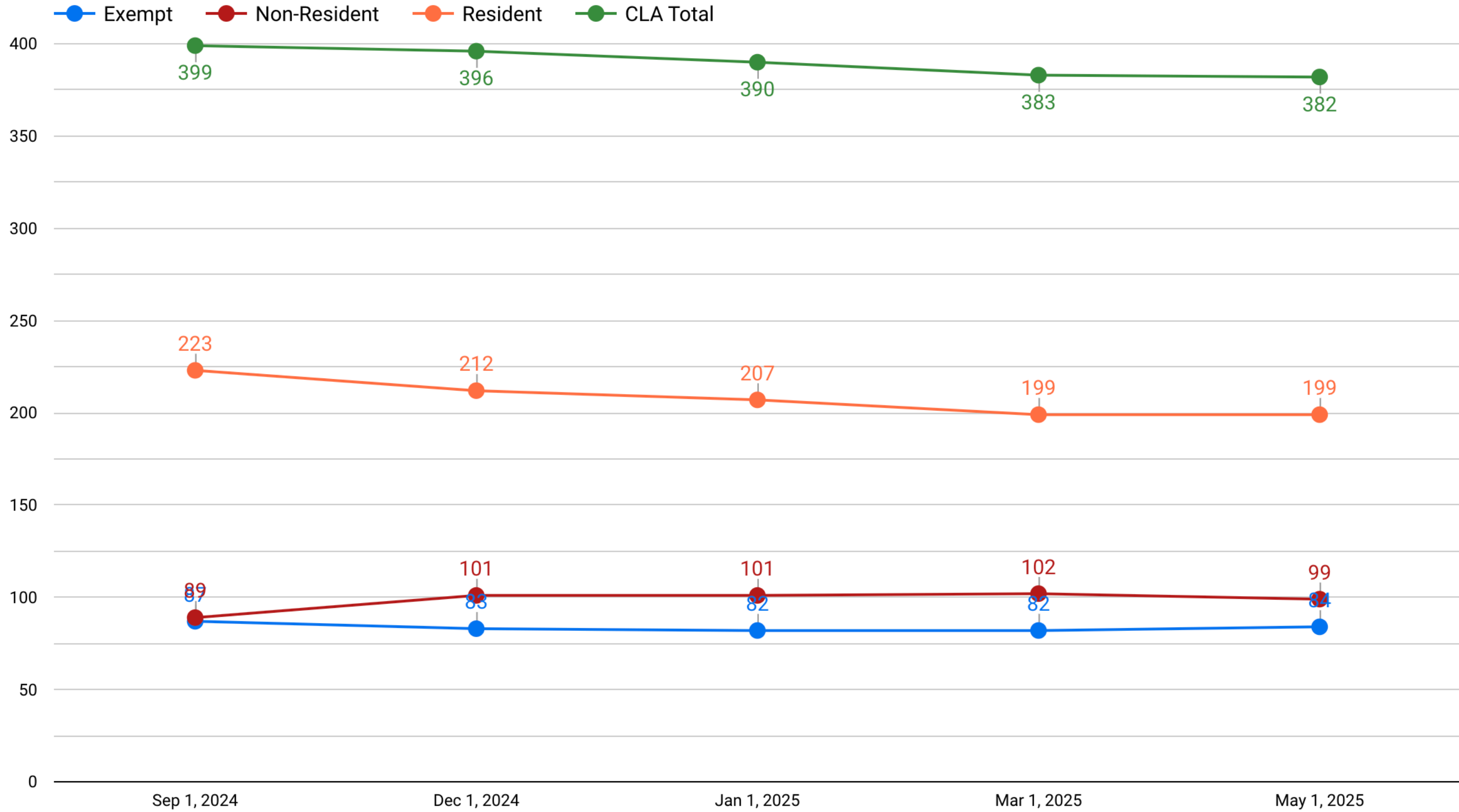
ACADEMY



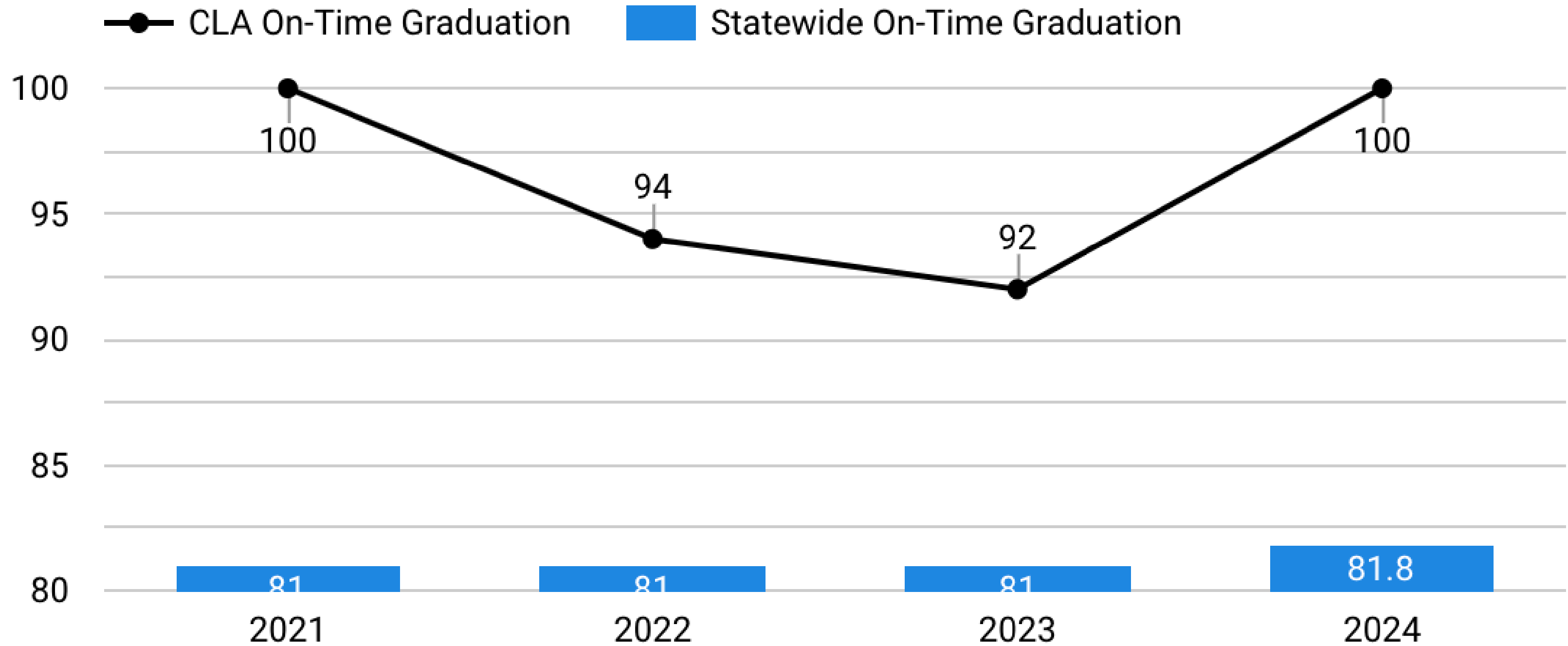
School-Wide Data



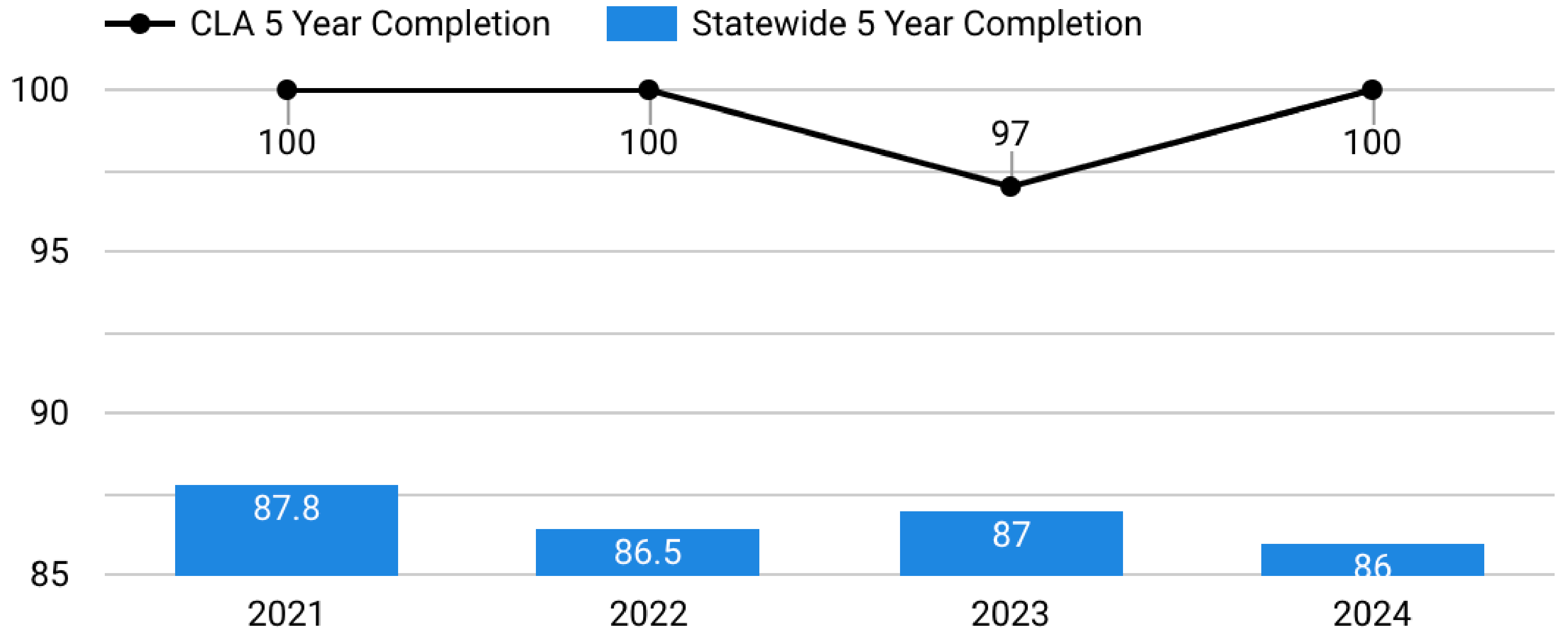
Enrollment



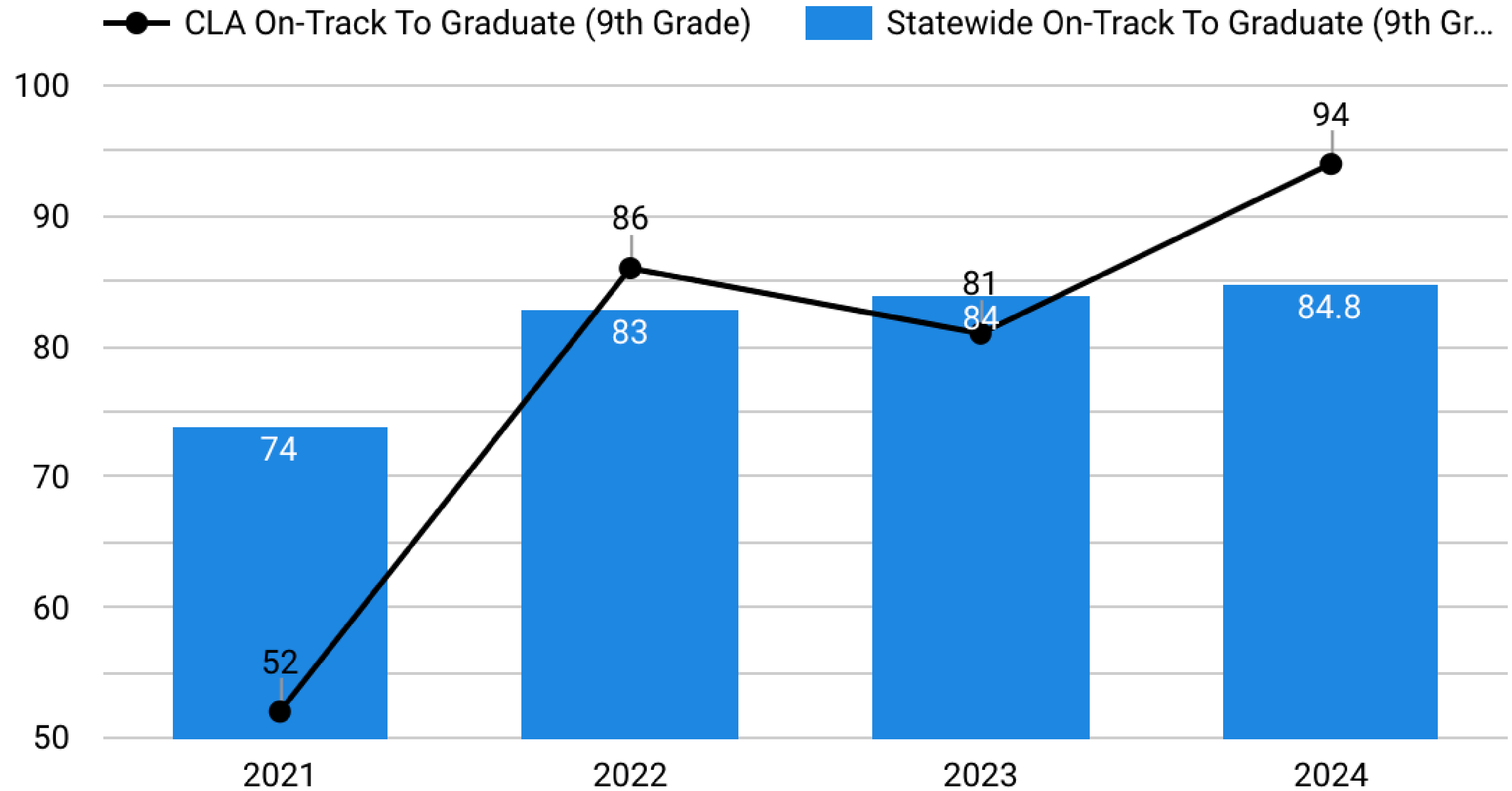
On-Time Graduation



5 Year Completion



On-Track To Graduate (9th Grade)



Crater Lake Academy

Preparing For 2025/26



**Intent To Return
Forms
Total = 351/360 (98%)**

Projected 2025/26 Enrollment

- Resident = 200
- Exempt Resident = 93
- Non-Resident = 112

Total Enrollment = 405

Current Waitlist = 127

5.F. Superintendent Report



**Superintendent Report: Eagle Point School District
May 28, 2025**

Find the EPSD9 Community Newsletter [HERE!](#)

Summer School:

Registration will begin soon for the [EPSD9 summer programs](#). Our summer programs are open to all EPSD9 students. Classes and many activities will be held at Table Rock Elementary, Eagle Rock Elementary (LCLC included), Hillside Elementary, Shady Cove, Eagle Point Middle School, White Mountain Middle School, Eagle Point High School and URCEO Virtual Sessions. Please contact your student's school for registration information.

Late-Start 2025-2026

Please note, beginning with the 25-26 academic year Eagle Point School District will begin holding late-starts on Wednesdays. Except for one day on February 27, 2026, we will not hold professional development days. Class time on Late-Start Wednesdays will begin an hour later than other days of the week. The purpose for this change is to provide time for teacher teams to meet and review student data and to use this information to directly improve instruction in the classroom. The short-hand educators use for this time is called 'PLC time'. PLC is an acronym for 'Professional Learning Communities'.

It is our intent for PLC time to be used for identifying and acting on student performance data that benefits our students in the classroom immediately. We view this practice as a vital tool for improving instruction and student performance over time. These PLC meetings are basically teachers working to make each other better teachers. We would like our staff to have the necessary tools and data going into the team meetings, the ability to use the information effectively to produce concrete improvements in the classroom.

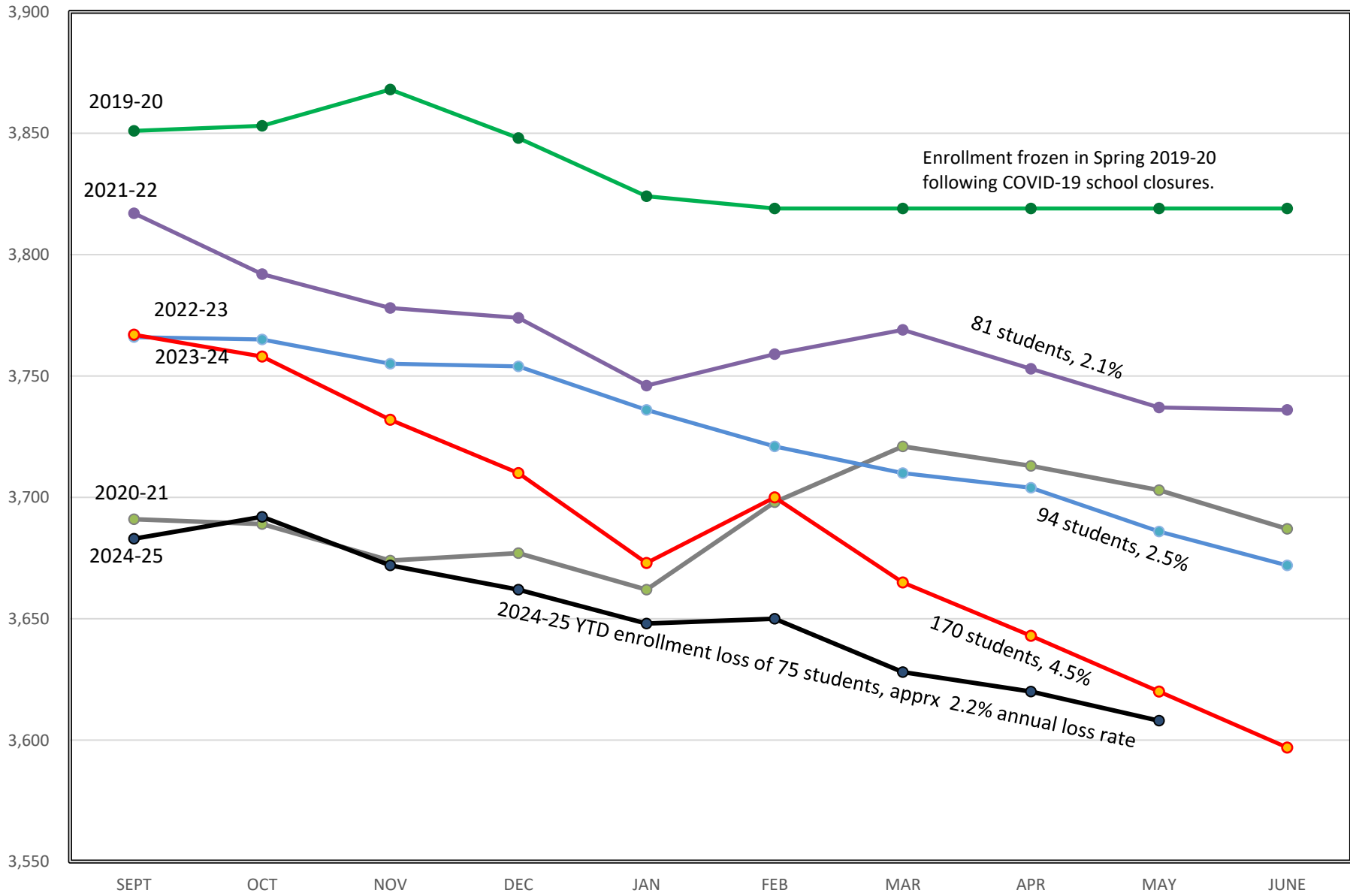
D9 Foundation:

EPSD9 community members and [alumni](#) are reminded that the [D9 Foundation](#) is a non-profit all-volunteer organization dedicated to providing scholarships for every Eagle Point graduate. Fundraising is vitally important to keeping the scholarships coming to our students. The Foundation is currently beginning the preparations for our annual Golf weekend and Dinner Auction.

Please consider volunteering or joining this organization. Information in doing so can be found at D9Foundation@gmail.com.

5.G. Business Office

Eagle Point School District Enrollment by Year and Month
Beginning-of-month enrollments (except September is at 10-day drop point)
Updated 5-1-25



General Fund Financial Summary Report

As of April 30, 2025



Eagle Point School District General Fund Revenue Summary Report
2024-25 Year-to-Date as of April 30, 2025

Including Supplemental Budget Resolution 2024-25 No. 13

<u>Account</u>	<u>Budget</u>	<u>April 2025 Revenues</u>	<u>Year To Date Revenue</u>	<u>Percent Received</u>
11XX - Local Property Taxes and Pymts In-Lieu	13,300,000	65,093	13,030,106	98%
14XX - Transportation Fees	-	8,751	33,639	N/A
1510 - Interest on Investments	350,000	62,026	532,879	152%
17XX - Fees, Admissions, Club Fundraising	500,000	32,727	511,899	102%
19XX - Rentals, Grant Indirect, and Misc Rev	450,000	5,744	141,792	32%
21xx - Other Intermediate Sources	800,000	-	365,632	46%
3101 - State School Fund	37,726,140	2,985,307	35,408,456	94%
3103 - Common School Fund	579,096	-	285,822	49%
3XXX - Other State Sources and Grants	-	-	1,053	N/A
4200 - Federal Grants	-	-	-	-
4801 - Federal Forest Fees	-	-	-	N/A
5200 - Transfers In	-	-	-	-
5300 - Sale or Compensation for Fixed Assets	-	8,326	8,326	N/A
5400 - Beginning Fund Balance (est or actual)	5,011,677	-	5,250,000	105%
Totals	58,716,913	3,167,974	55,569,604	95%

Note 1: Revenue items are reported after they are booked to our accounting system, causing revenue items other than State School Fund and Property Taxes to sometimes be included in this report the month after receipt.

Eagle Point School District General Fund Expenditure Summary Report
2024-25 Year-to-Date as of April 30, 2025
Including Supplemental Budget Resolution 2024-25 No. 13

General Fund Expenditures by Function:	<u>Budget</u>	<u>April 2025 Expenditures</u>	<u>Year To Date Expenditures</u>	YTD		(Note 1)		<u>Percent Projected</u>
				<u>Percent Expended</u>	<u>Encumbered</u>	<u>Additional Projected</u>	<u>Total Projected</u>	
1000 - Instruction	33,101,915	2,565,685	22,963,528	69%	8,251,262	694,026	31,908,816	96%
2000 - Support Services	22,561,205	1,777,322	18,137,974	80%	3,890,834	1,041,039	23,069,847	102%
3000 - Community Services	-	-	-	-	-	-	-	N/A
4000 - Building Improvements	-	-	2,041	N/A	-	-	2,041	N/A
5000 - Debt Service and Fund Xfrs	25,000	-	-	-	25,000	-	25,000	100%
6000 - Contingency	3,028,793	-	-	-	-	-	-	N/A
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-	-	0%
Total Expenditures	58,716,913	4,343,007	41,103,543	70%	12,167,096	1,735,065	55,005,704	94%

General Fund Expenditures by Object:								
100 - Salaries	27,000,000	2,112,276	18,356,699	68%	7,183,900	299,764	25,840,363	96%
200 - Benefits	15,500,000	1,286,092	10,876,035	70%	4,201,488	16,632	15,094,155	97%
300 - Purchased Services (other than 360)	4,724,375	445,009	4,461,979	94%	277,548	976,920	5,716,447	121%
360 - Charter School SSF Payments	3,800,000	298,050	3,320,910	87%	-	279,090	3,600,000	95%
400 - Supplies and Materials	3,303,745	197,495	2,765,495	84%	477,160	137,186	3,379,841	102%
500 - Capital Outlay	560,000	1,056	533,932	95%	2,000	14,085	550,017	98%
600 - Other Objects (Ins, Dues & Fees)	775,000	3,029	788,493	102%	-	11,388	799,881	103%
700 - Transfers Out	25,000	-	-	-	25,000	-	25,000	100%
810 - Contingency	3,028,793	-	-	-	-	-	-	0%
Total Expenditures	58,716,913	4,343,007	41,103,543	70%	12,167,096	1,735,065	55,005,704	94%

Note 1: "Additional Projected" includes estimated amounts I project we will spend in excess of (or less than) amounts encumbered, including SSF Passthrough payments to our charter schools, the costs of teacher and classified substitutes, unscheduled equipment and bus repairs, and other currently unknown expenditures based on historical averages and recent activity.

5.H. Human Resource Department

Eagle Point School District 9

Personnel Transfers and Change of Assignments

As of May 19, 2025

Name	Transferring From	Position	Transferring To	Position
Trina Ash	EPHS	Academic Advisor	EPHS	Registrar
Jose Cardona	EPMS	Disciplinarian	EPHS	Grad Coach
Katie Weyers	EPHS	Grad Coach	EPMS	Instructional Asst.- SPED
Andrea Gee	Maint/Tech	Admin Asst.	TRE	Admin Asst.
Lori Betty	TRE	Disciplinarian	EPMS	Disciplinarian
Virginia Jarvis	TRE	Instructional Asst- 1st Grade	TRE	Instructional Asst.- Basic
Vickey Borchers	TRE	Teacher - Sped	EPHS	Teacher - Sped (Resource)
Kurtis Clem	EPMS	Teacher - PE	EPHS	Teacher - PE
Hannah Freude	EPMS	Teacher - Math	EPHS	Teacher - Math
Sarah Beauvais	EPHS	Teacher - Sped (Resource)	EPHS	Teacher - Sped (VIP)
Tracy Dulany	EPHS	Instructional Coach	EPHS	Teacher - Ag Science
Lani Hammond	HES	Instructional Coach	EPHS	Instructional Coach
Lynne Cavin	EPMS	Teacher - Lang Arts	EPMS	Teacher - Reading Interv.
John Oliva	EPMS	Teacher - PE	WMMS	Teacher - PE
Dylan Pearce	WMMS	Teacher - PE	EPMS	Teacher - PE
Tabitha Keson	HES	Teacher - Grade 5	HES	Teacher - SPED
Britian Schneider	TRE	Teacher - Fine Arts	HES	Teacher - Grade 2
Logan Dorion	TRE	Teacher - Grade 3	TRE	Teacher - Grade 5
Chelsea Lawson	WMMS	Teacher - Math	HES	Teacher - Elem
Heather Marrs	TRE	Interim Principal	HES	Principal
Christopher Angle-Hobson	WMMS	Interim Principal	EPMS	Principal
Stephanie Layton Cudahy	TRE	Teacher - Grade 1	TRE	Teacher - Grade 3
Scott Carle	TRE	Teacher - Grade 5	TRE	Teacher - PE
Shelley McCormick	TRE	Teacher - Grade 4	TRE	Teacher - Fine Art
Lily Ann Johnson	ERE	Teacher - Elem	SCS	Teacher - Kindergarten
Kimberly Jarvis	LCLC	Teacher - Elem	SCS	Teacher - Grade 1

5.I. Wrestling Room Committee Update

Project Budget For WMMS Wrestling Room / Multipurpose Room from Jim Mannenbach
with Nick's Recommended Budget Additions
Revised 5-28-25

Estimated Expenses:

Building Construction Costs:

Steel Building (incl installation with 4" concrete slab (Battle Creek Development LLC)	226,585	Installation price quote includes BOLI Prevailing Wage Rates
HVAC	25,000	Jim's estimate (to be donated, see below)
Electrical	30,000	Jim's revised estimate
Civil Engineering	10,000	Jim's estimate (to be donated, see below)
Sprinkler system (if needed)	10,000	Jim's revised estimate
Finish work	3,016	at 1% of construction costs as placeholder cost estimate
	<hr/>	
Total estimated bldg construction costs	304,601	

Ancillary costs:

Building permits and inspection fees	6,092	at 2% of construction costs as placeholder cost estimate
Performance and Payment Bonds	7,178	at 2% of total costs
Surveying & Architectural services (if needed)	10,000	May be required by County for "site plan". Reduced to \$10,000
Wrestling pads (for floor)	20,000	Jim's estimate (to be donated, see below)
Wrestling pads (for walls)	15,000	Jim's estimate for plywood and pads (to be donated, see below)
Furniture and fixtures	3,216	Jim's estimate for 1 Smart Board and 12 folding tables
	<hr/>	
Total ancillary costs:	61,486	

Total construction plus ancillary costs	366,087	
Plus Contingency at 5%	18,304	Reduced to 5% per Jim's request
	<hr/>	
Total Estimated Expenses	384,391	Including 5% Contingency

Revenues:

Secured Revenues:

EPSD9	150,000	As per school board discussion (not formally committed)
Club West	35,000	
Oregon Community Foundation (Olsrud)	20,000	
Fitzgerald Engineering	10,000	Planned in-kind donation of services
WMMS Fundraising Dinner	6,730	
Jonathan Penney et al.	25,000	Jonathan Penney and friends to cover full cost of HVAC and installation
Wrestling Pads for floor	20,000	Two new wresting pads are available from WMMS wresting program
Wrestling Pads for walls	15,000	Plywood and pads for walls (\$5,000 for plywood plus \$10,000 for pads)
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Total secured revenues	281,730	

Current Revenue Shortage	102,661	Total estimated Expenses minus Secured Revenues
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Potential Revenues:

Gordon Elwood Foundation	10,000	Pending
Ben B. Cheney	15,000	Pending
Arthur R. Dubs Foundation	-	(Declined)
May-June Donations(In Kind)	10,000	Projected
May-June Donations (Cash)	10,000	Projected
Bottle Drive (May - Nov)	10,000	Projected
	<hr/>	
Total pending / projected Potential Revenues	55,000	

6. Board Action Items

6.A. Consent Agenda

Eagle Point School District 9

PERSONNEL ACTION REPORT

As of May 19, 2025

Name	Assignment	Location	FTE	Reason	Effective
<u>Licensed New Hires / Changes</u>					
Marcy Gonzalez	District Wide	TBD	1.0	Replacing 3rd party	8/21/2025
Brenda Lundblad	Teacher - SpEd	HES	1.0	Replacing 3rd party	8/21/2025
<u>Licensed Terminations</u>					
Ernesto Hernandez	Teacher - STEAM	WMMS	1.0	Resignation	6/12/2025
Audrey Nerdin	Teacher - Social Studies	WMMS	1.0	Resignation	6/12/2025
Shannon Lunardi	Teacher - Mathematics	EPHS	1.0	Resignation	6/12/2025
Betsy Hanson	Teacher - Grade 3	HES	1.0	Resignation	6/12/2025
Jacob Schauffler	Teacher - PE	EPHS	1.0	Resignation	6/12/2025
Meghan Evans	Teacher - Language Arts	EPMS	1.0	Resignation	6/12/2025
Anna James	Teacher - Language Arts	EPMS	1.0	Resignation	6/12/2025
Kenneth Armstrong	Teacher - Social Studies	EPHS	1.0	Resignation	6/12/2025
Laura Estes	Teacher - Ag Science	EPHS	1.0	Resignation	6/30/2025
<u>Classified New Hires / Changes</u>					
Lisa Hedlund	Instructional Assistant	EPHS	.87	New Position	5/19/2025
Ginger Foster	Lunch Monitor (PT)	EPMS	.375	New Position	5/21/2025
Trina Ash	Registrar	EPHS	1.0	Replacing Jenny Baldwin-Hayward	8/7/2025
<u>Classified Terminations</u>					
Vivian Shawnego	Custodian I	WMMS	.47	Resignation	6/11/2025
Brenda Benline	SLPA	TRE	.47	Resignation	6/11/2025
Jenny Baldwin-Hayward	Registrar	EPHS	1.0	Resignation	6/18/2025
George Bowse	Plant Engineer	SCS	1.0	Resignation	7/1/2025
<u>Confidential New Hires/Changes/Terminations</u>					
Stacey Morgan	Secretary- Superintendent/School Board	DO	1.0	Resignation	6/30/2025
Loris Fenner	Secretary- Superintendent/School Board	DO	1.0	Replacing Stacey Morgan	7/1/2025
<u>Coordinator New Hires/Changes/Terminations</u>					
<u>Supervisory New Hires/Changes/Terminations</u>					
<u>Administrative New Hire/Changes/Terminations</u>					
Christopher Angle-Hobson	Principal	EPMS	1.0	Replacing Interim Principal	7/31/2025
Heather Marrs	Principal	HES	1.0	Replacing Interim Principal	7/31/2025
Travis Howard	Principal	EPMS	1.0	Deceased	5/13/2025

Eagle Point School District 9

Code: **IKF**
Adopted: 01/11/06
Revised/Readopted: 5/09/07; 9/10/08; 7/14/10;
5/11/11; 1/18/12; 4/09/14;
6/08/16; 10/12/16; 2/14/18;
9/12/18; 4/10/19; 6/12/19;
1/08/20; 3/10/21; 11/15/23

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. ³Enrolled in an approved recovery school under ORS 336.680.

¹ "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

There are six types of diplomas and certificates a student may earn upon completion of high school. The requirements for each are listed below. All students must meet the following requirements to graduate from the Eagle Point School District:

1. **Eagle Point School District Honors Diploma** - To earn the Honors Diploma, a student must earn a cumulative grade point average of 3.5 or higher, and earn seven or more credits in courses identified as Advanced Placement, Honors, or in other courses where evidence of academic rigor exists.

Requirements must be met by the end of 2nd semester of graduation year. The student must also meet the District guidelines for graduation, including the required 25 credits.

2. **Eagle Point School District Standard Diploma** - A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 25 credits which include at least:

- a. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- b. Four credits of English Language Arts (shall include the equivalent of one unit in written composition);
- c. Three credits of science;
- d. Three credits of social sciences (shall include 0.5 unit of US civics⁵ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁶financial literacy);
- e. ⁷One-half credit of higher education and career path skills;
- f. ⁸One-half credit of personal financial education;
- g. One credit in health education;
- h. One credit in physical education; ~~and~~
- i. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination); and
- j. One credit in NEST (.25 credit per year)

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁶ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁷ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁸ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

- a. Demonstrate proficiency in the Essential Skills of reading, writing and applying mathematics either through meeting the State standard OSAS or completing ~~a work sample~~ a local performance assessment. Starting with the graduating class of 2028.
- b. Develop an education plan and build an education profile;
- c. Participate in career-related learning experiences.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the all required Essential Skills in the student's language of origin.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

3. Oregon Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of ⁹24 credits which include at least:

- a. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- b. Four credits in language arts¹⁰ (shall include the equivalent of one unit in written composition);
- c. Three credits in science;
- d. Three credits in social sciences (shall include 0.5 unit of US civics¹¹ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ¹²financial literacy);
- e. ¹³One-half credit of higher education and career path skill;
- f. ¹⁴One-half credit of personal financial education;

⁹ If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

¹⁰ "Language arts" includes reading, writing and other communications in any language, including English.

¹¹ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

¹² This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

¹³ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁴ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

- g. One credit in health education;
- h. One credit in physical education; and
- i. Three credits in career and technical education, the arts or world languages¹⁵ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Per OAR 581-022-2115(22); suspended through the 2027-28 school year

To receive a diploma, in addition to credit requirements outlined above, a student must:

- a. ¹⁶Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
- b. Develop an education plan and build an education profile;
- c. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
- d. Participate in career-related learning experiences.

4. Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

- a. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- b. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

- a. Three credits in language arts;
- b. Two credits in mathematics;
- c. Two credits in science;
- d. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
- e. ¹⁷One-half credit in personal financial education;

¹⁵ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

¹⁶ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹⁷ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

- f. ¹⁸One-half credit in higher education and career path skills;
- g. One credit in health education;
- h. One credit in physical education; and
- i. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).
- j. One credit in NEST (.25 credit per year)

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

- a. ¹⁹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
- b. Develop an education plan and build an education profile; and
- c. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

- a. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
- b. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

¹⁸ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

5. **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

- a. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - 1) Two credits in mathematics;
 - 2) Two credits in language arts;
 - 3) Two credits in science;
 - 4) Three credits in history, geography, economics or civics;
 - 5) One credit in health;
 - 6) One credit in physical education; and
 - 7) One credit in the arts or a world language; and
- b. Have a documented history of:
 - 1) An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - 2) A medical condition that creates a barrier to achievement; or
 - 3) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

6. **Certificate of Attendance**

A ^{20} certificate of attendance²¹ will be awarded to students who:

1. [Have maintained regular full-time attendance²² for at least four years beginning in grade nine;]
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²³.]

For students with a documented history²⁴, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and

A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

²⁰ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).}

²¹ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

²² {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

[“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

[“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.]

²³ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²⁴ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide

assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²⁵ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

²⁵ Oregon Department of Education page for: [30-day notice and opt-out form](#)

6.B. Unfinished Business

6.C. New Business

6.C.1. Health Curriculum Adoption

6.C.2. EPHS Turf Field Replacement Recommendation



Synthetic Field Assessment

March 13, 2025

From: Abel Guzman, Pacific Sports Turf

To: John Harding, Eagle Point High School

Re: Synthetic Field Assessment

John,

This is a summary of our findings at Eagle Point HS Football Field:

- G-max Test** - (Specifics sent in report) The test showed us that most results were below the 200 g's. As the ASTM F1936 states results over 200 g's is considered dangerous and may cause injuries. The football field's results were all below that mark with the highest being 177 g's. The only reason it was higher than most was because it had less infill depth than the rest. Rest of the field landed good results, considered safe, between 139g's and 160g's.
- Turf fibers**- The length of the fibers was very inconsistent through out the field. We recorded that the original length of the field was 2.25 inches long. This was based on measurements on very unused areas in the perimeter of the field. Ultimately this changed in the high traffic areas as we measured a 1.75 inches length. Completely normal for older fields as this happens from regular usage throughout the years. Although, the shorter the fibers, the less they're able to retain crumb rubber in place and can possibly compromise safety in those areas. Fiber shredding is also a big issue and can be seen all over the field. Specially on the endzones and logo of the fields.
- Rubber Infill depth** -Measurements were inconsistent for this field. The average measurements for Football and Soccer fields is between 36mm-40mm(1.4-1.6 inches). Eagle Point's field average was 26mm(1 inch) with most areas reading between 23mm-26mm and only a few above 30mm(1.2 inches). Areas with very low infill depth were the soccer penalty spots and corner kicks. Infill can easily be added to these areas to increase the depth and protect the fibers. Other areas with low infill can be spotted by the seeing the fibers laying down. The less infill depth the field has, the more exposed the turf fibers are, the faster they wear out due to the less protection they have.
- Seam separation** -We detected a lot of seam separation through out the field with most being on the East side of the field (looking from the home bleachers).Seam separation was about 3-4 inches wide and these areas were the 10, 15, 20, 25 yard white lines. On most of the white lines the seam separation length was about 40-60 ft long(3-4 inches wide). No fibers were on the seam separation causing for the rubber to be displaced elsewhere and leave areas exposed. This ultimately affects planarity and performance of the field. Another area with seam separation was the logo of the field all around the cut out. This separation wasn't as severed as it was only one inch wide. Seam separation happens with age on most fields and can keep increasing as the field gets older.

5. **Planarity** – After making many infill measurements and walking the entire field we noticed many undulations through out the field as well. Most to be on the westside of the field between 5-20 yard lines. Some of these undulations were cause by low rubber depth and some by the fields base layers(below the field). This can affect ball rolling and performance of the overall field. These undulations can also affect normal running at some degree but nothing alarming.

Other Observations – We noticed two holes on the soccer penalty spot on the east side of the field. Very exposed area with no fiber nor backing to protect area. Patching the area is recommend to protect/cover this area.



6 inch diameter

8-9 inch diameter

All the observations were addressed by Pacific Sports Turf in a timely manner during our walkthrough on March 13, 2025. If you need further assistance or more information about your synthetic field, please reach out anytime at synthetic@pacificsportsturf.com

Respectfully,

Abel Guzman
Synthetic Turf Services
Pacific Sports Turf
(971) 570-1140
synthetic@pacificsportsturf.com



Technician: Abel Guzman

Date: March 13, 2025

Location: Eagle Point HS

Address: 203 N Platt Ave

Field Layout: Football

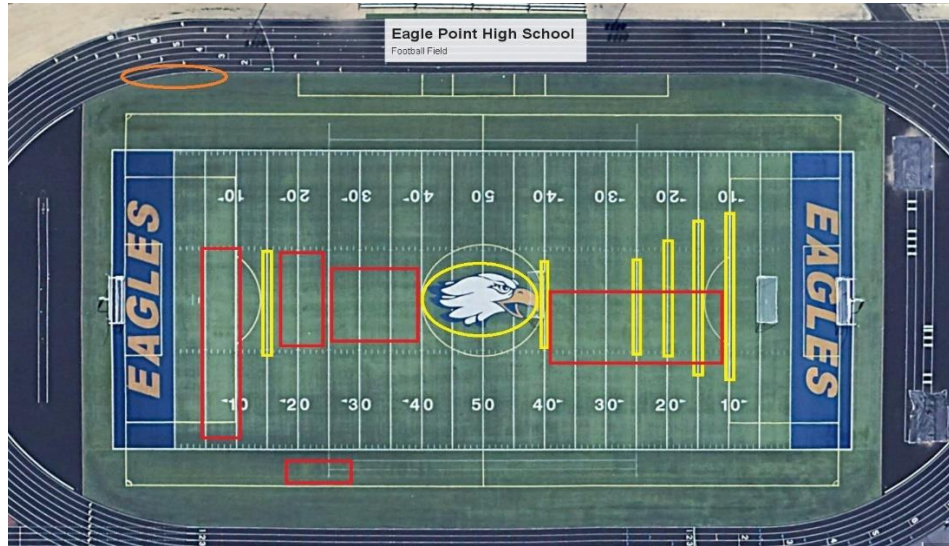
Field Size: 94,709 sq.ft

Field Age: Installed 2012 (13 years)

Inspect:

Area	Description	Location	Severity 1-10
Turf Fibers Analysis (Length)	-originally 2.25 inches -high traffic area were 1.75 inches -fiber length reduction in many areas	Different area on the field.	7
Seam Analysis	-10, 15, 20, 25 yard lines had seam separation -4 inches wide and 30-60 feet long in some areas -logo also had seam separation	Logo and east side of the field	8
Infill Depth Analysis	-Recorded infill depth 20mm-30mm -Low infill depth average through out the field	Entire field	7
Field's Perimeter Analysis	-Good condition -No moss -Very vegetation spotted on the NW of the field	NW perimeter of the field	1
Planarity	-Undulations spotted on the field -Very low infill depth -Fibers laying down	Mostly on the West side	7
G-max Results Average	-Great results -All below the 200 mark -All results between 139-160 g's (good mark)	Entire field	1

Pictures



West - East

Color Description:

Yellow- Seam separation

Red- Low infill depth and undulations spotted

Orange- Vegetation/weeds

West Side



East Side



Turf Fiber:



Worn Fibers: 1.75mm



Healthy Fibers: 2.25mm



High Fiber Shredding

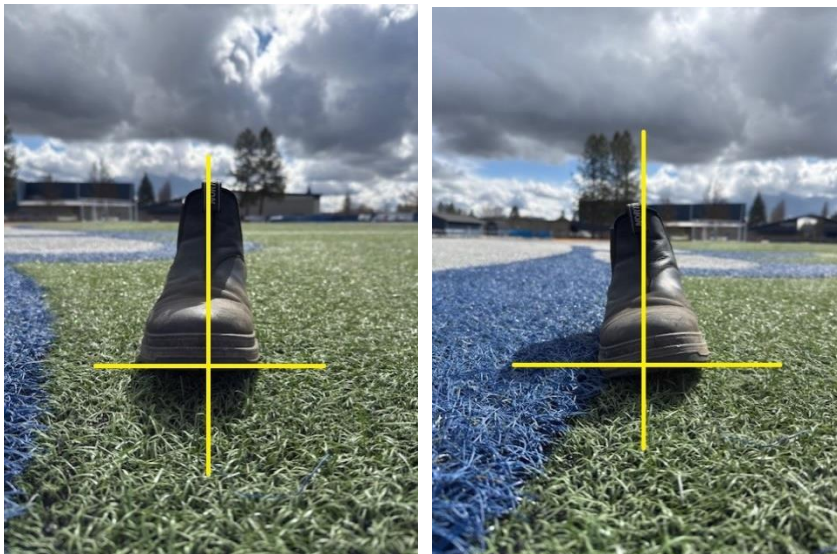


Unusual fiber discoloration

Seam Analysis:



Seam separation on log to be a 1 inch wide gap



Foot angle when step in the seam separation gap

Seam Analysis:



Seam separation on the white lines of the East side. (4 inch wide and some 30-60ft long)



Fields Planarity:



Everything in the yellow square is fibers laying down due to low infill depth creating a undulation/divot.

Yellow lines in the rest of the pictures is to compare the undulations across the fields. The white lines show us how the filed has undulation all across.



Eagle Point School District 9
2024-25 Resolution No. 17
Artificial Turf Replacement at EPHS

WHEREAS EPSD9 is the owner of an artificial turf field at EPHS, which was installed in 2012 primarily funded by the Eagle Point Boosters Club, and

WHEREAS the artificial turf field has exceeded its life expectancy of 10 years and is currently in need of significant repairs, and

WHEREAS the School District has determined it is more cost effective at this time to replace the artificial turf field than to continue making repairs to it, and

WHEREAS ORS 279A.215 allows the “Permissive Cooperative Procurement” method of public procurement to be used for public purchases within certain restrictions, and

WHEREAS FieldTurf has an approved Cooperative Purchasing Agreement for Artificial Turf Fields meeting the conditions of ORS 279A.215, that was publicly bid by the Association of Educational Purchasing Agencies and InterMountain ESD, and

WHEREAS FieldTurf has provided a proposal to replace the EPHS artificial turf field under the terms of the InterMountain ESD permissive cooperative procurement contract, and

WHEREAS the School District has obtained proposals from three artificial turf companies to replace the artificial turf field at EPHS, and

WHEREAS Superintendent Kovach and Athletic Director David Ehrhardt have reviewed the three proposals and concluded the proposal from FieldTurf best meets the School District’s needs, and

WHEREAS School Board policy DJ, District Purchasing, requires contracts for the purchase of goods and services in excess of \$150,000 be approved by the Eagle Point School District Board of Directors;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors hereby authorizes Superintendent Andy Kovach and Business Manager Nick Hogan to contract with FieldTurf based on the proposal submitted April 23, 2025 to replace the EPHS artificial turf field for a total installed price of \$553,556.

ADOPTED by roll call vote of the Board of Directors at their regular meeting held May 28, 2025.

Chairman of the Board

Attest:

Superintendent-District Clerk

Summary of EPHS Artificial Turf Field Replacement Quotes
Prepared 5-7-25

Preliminary Cost and Scope Details (to be verified before committing funds):

<u>From</u>	<u>Date</u>	<u>Total Cost</u>	<u>Incl Turf Removal?</u>	<u>Regrade existing base?</u>	<u>Warranty</u>	<u>Logo?</u>	<u>Endzone Lettering?</u>	<u>BOLI Prevailing Wage Rates?</u>	<u>Meets Oregon Public Bidding Reqmts?</u>	<u>Offers Financing</u>
Beynon ¹	7/20/22	582,912	Yes	Yes	8 years	No (+ \$21,000)	No (+ \$1,200 per letter)	Yes	Not stated in Quote	No
Field Turf ¹	4/23/25	553,556	Yes	No	8 years	Yes	Yes (some)	Yes	Yes	Yes
CSD Alliance ²	1/30/25	382,000	No	No	8 years	No	No	Yes	Not stated in Quote	No

- 1) Beynon and Field Turf are subsidiaries of Tarkett Sports, which owns Beynon, Field Turf, Grassmaster, Tarkett Sports Design, ClassicCourt, Tarkett Sports Indoor, Tarkett Sports Construction, and other entities.
- 2) "CSD Alliance" is The Community Sports Development Council, Inc, which is "a national alliance of sponsor and funding partners supporting the development of community sports facilities".

COOP PRICING PROPOSAL



Eagle Point High School



April 23, 2025

FieldTurf USA Inc is pleased to present the following proposal. FieldTurf pricing is based on the Oregon Inter- Mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024



Click on the following AEPA hyperlink for more information: [AEPA IFB #24](#)

COOP PRICING PROPOSAL



FieldTurf is pleased to offer to supply and install the following high performance artificial infilled turf system:

BASE BID

FIELD NAME	Eagle Point High School Stadium
TURF SYSTEM	Vertex Prestige 2.25" (FTVT-57)
SQUARE FOOTAGE	94,053 SF
FIELD MARKINGS	Football & Soccer
BASE PRICE	\$547,329.41
BONDS	\$6,226.73
TOTAL PRICE	\$553,556.14

FieldTurf has taken the necessary steps to ensure that your project will run smoothly and that the quality promised will be the quality delivered.

PRODUCT DETAILS

FieldTurf, the worldwide leader in artificial turf, is pleased to offer the FieldTurf Vertex Prestige 2.25" (FTVT-57) system, with the following product characteristics:

- ▶ **Pile Height:** 2.25 Inches
- ▶ **Infill Weight:** 3lbs sand & 3lbs ambient rubber per sq.ft.
- ▶ **Pile Weight:** 43 oz/yd²
- ▶ **Total System Weight:** 930 oz/yd²

FieldTurf has taken the necessary steps to ensure that your project will run smoothly and that the quality promised will be the quality delivered.

COOP PRICING PROPOSAL



PRICE INCLUDES:

- a) Mobilization
- b) Removal and disposal of existing synthetic turf field.
- c) Installation of the artificial in-filled grass surface upon a suitable base.
- d) Supply and install of inlaid football and soccer markings.
- e) 30'x56' Center Logo using three (3) FieldTurf Standard colors.
- f) "Eagles" Endzone lettering in one (1) FieldTurf Standard color.
- g) Reflex Blue Endzones in one (1) FieldTurf Standard color.
- h) An 8-year 3rd party pre-paid insured warranty on the FieldTurf artificial grass surface.
- i) Prevailing Wages.
- j) Oregon CAT.
- k) Performance & Payment Bonds.

PRICE DOES NOT INCLUDE:

- a) The base upon which the FieldTurf artificial turf surface will be placed. FieldTurf shall not be responsible for the stability, the porosity, nor the approval of the base upon which the FieldTurf surface will be installed, the drainage system, nor any construction or modification of existing installations around the fields.
- b) FieldTurf is not altering or improving the existing drainage system under the existing artificial turf limits. No removal, milling, ponding, flooding or repairs within the existing base and drainage system are included and shall remain the responsibility of the owner.
- c) The supply, replacement, installation and/or modification of the existing field edging, perimeter nailer board or existing inner concrete curbing within the artificial turf limits.
- d) The supply and import of additional finish aggregate.
- e) Pre-shipment testing.
- f) Supply and install of shock pad underlayment.
- g) Alternating green panels (Field Green/Summer Green)
- h) Any FieldTurf Velcro replacement systems or replacement installation.
- i) Any on-site 3rd party infill lab testing.
- j) Any athletic equipment (e.g., goal posts or corner flags).
- k) Any athletic equipment (e.g., bases, home plate or pitching rubber).
- l) Any portable pitching mounds.
- m) Maintenance Equipment (e.g., GroomRight or FieldSweep).
- n) A vehicle to tow FieldTurf maintenance equipment.
- o) Any maintenance program, post final completion.
- p) Any costs associated with necessary charges relating to the delineation of the field.
- q) Unless otherwise specified, the price does not include any G-max testing.
- r) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers.

COOP PRICING PROPOSAL



- s) The supply of or adjustments to existing manholes, clean-outs or grates, and supply of the manhole covers.
- t) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price.
- u) Site security.
- v) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
- w) Site restoration, sodding, landscaping or grow-in.
- x) Permit fees, Inspection fees.
- y) All applicable taxes, prevailing wages, union labor and other labor law levies.
- z) Newly imposed tariffs
- aa) Anything not explicitly noted in the inclusions.

COOP PRICING PROPOSAL



The pricing set forth in this proposal is based on applicable tariffs, duties, and taxes in effect as of the proposal date. Any new or increased tariffs, duties, taxes, or similar charges imposed by the United States Government, whether at the federal or state level, on products included in this proposal after the proposal date shall be the sole responsibility of the Customer and will result in an adjustment to the proposed price accordingly. FieldTurf USA, Inc. reserves the right to modify pricing to reflect such additional costs, and the Customer agrees to bear any such increases.

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the effects of global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies. Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

Chandler Wright

Project Manager

(971) 469-3152

Chandler.Wright@FieldTurf.com

Steve Coury

Regional Sales Manager

(503) 939-1832

scouryfieldturf@gmail.com

Thank you again for your interest in FieldTurf, we look forward to working with you.

The present proposal serves to provide an overview of the terms and conditions governing the business relationship between the parties for the completion of the above-referenced transaction. The parties hereby undertake to subsequently formalize their agreement by signing a more detailed agreement and/or purchase order ("Contract") and as such the amount listed herein shall be an estimate which will be formalized in said Contract.

By its signature(s) below, the customer acknowledges having read and accepted this proposal and undertakes to be bound by it.

Per: 

Marie-Christine Raymond, Vice President of Customer
Operations FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

Owner (Signature)

Printed Name and Title

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: Eric.Fisher@smartbuycooperative.com.



COOP PRICING PROPOSAL



CONDITIONS

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

- a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.
- b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.
- c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.
- d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and force majeure
- e) FieldTurf requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.
- f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.
- g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.
- h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.
- i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.
- j) All colors are to be chosen from FieldTurf's standard colors.

THE TARKETT SPORTS FAMILY - LEADERS IN SPORTS SURFACING



6.C.3. Purchase of (2) School Buses

Eagle Point School District 9
2024-25 Resolution No. 16

Purchase of School buses

WHEREAS ORS 468A.796 requires that all school buses with diesel engines operated in Oregon that were manufactured before January 1, 2007, be retrofitted or replaced with school buses manufactured after January 1, 2007, by January 1, 2025; and

WHEREAS one new 2026 84-passenger Bluebird rear engine school bus meeting the District’s needs and ORS 468A.796 requirements is currently available from Western Bus Sales out of Boring, Oregon, through the cooperative procurement process and Salem-Keizer School District’s RFP 422 and Addendum 5 dated January 26, 2024, and

WHEREAS one used 2017 “12-passenger plus 2” GMC Minotour meeting the District’s needs and ORS 468A.796 requirements is currently available from American Bus Sales out of Collinsville, Oklahoma; and

WHEREAS School Board policy DJ, District Purchasing, requires contracts for the purchase of goods and services in excess of \$150,000 be approved by the Eagle Point School District Board of Directors;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors hereby approves the purchase of:

1. One new 2026 84-passenger Bluebird school bus from Western Bus Sales through the cooperative procurement process and Salem-Keizer School District’s RFP 422 for a purchase price of \$228,814, and
2. One used 2017 12-passenger plus 2 Minotour school bus from American Bus Sales for a total price of \$76,750. (*Note – School Board approval of this purchase is not required by Board policy DJ but is included in this resolution as additional background information for the School Board*).

ADOPTED by roll call vote of the Board of Directors at their regular meeting held May 28, 2025.

Chairman of the Board

Attest:

Superintendent-District Clerk

6.C.4. 2024 Committee Extension



May 22, 2024

Vision: To create a multi-use room at White Mountain Middle School (WMMS) that would be used primarily as a wrestling room, but could also be used as an additional space for P.E., health classes, CTE work and display space as well as space for weekend and afterschool programs and disaster emergency space.

Background: Eagle Point School District 9 knows through multiple studies that it will have a need for additional instructional space at its middle schools in the coming years. Through community input as well as District analysis, the District also sees a need to create wrestling spaces at its middle schools and most especially at White Mountain Middle School.

Eagle Point patron, Mr. Jim Mannenbach, has approached the Board with the request to form a committee to pursue building a multi-use space area at White Mountain Middle School. Mr. Mannenbach believes this project could be completed for a cost of \$300,000.00. Mr. Mannenbach would like a financial commitment from the District of \$150,000.00 for the project and the authority to pursue outside funding sources, including grants, to cover the remainder of the project costs.

Committee Charge:

A Committee shall be formed with the authority to apply for outside funding using the District's name and referring to a commitment from the District to contribute up to \$150,000.00 to the building of a multi-purpose space at White Mountain Middle School. The committee's charge will be valid for one year from the date of Board approval and can be renewed. The Committee is expected to report regularly to the Board and keep the Board apprised of its progress. The Board retains the right for final approval of the structure design, as well as final approval to begin construction of the project.

Board Action:

The Board has the following options:

1. Approve, deny or approve with modifications the creation of a committee as an Advisory Committee under EPSD9 Policy BCF.

or...

2. Direct the Superintendent to create a committee as described or modified above and keep the board informed of its progress.

7. Future Board Meeting Agenda Items

7.A. Work Session

7.B. Regular Meeting

8. Acknowledgements

9. Adjournment