Regular Meeting
Wednesday, September 23, 2026 5:30 PM
Pacific

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

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Agenda Adoption**
5. **Reports and Public Forum**
   5.A. **SIA Amended Agreement and Integrated Programs Annual Report**

Eagle Point School District 9
Board of Directors

Date:	9/23/2026	Presented By:	Amy Isackson
Subject:	SIA Amended Agreement and Integrated Programs Annual Report	Attachment(s)	Yes

Information

BACKGROUND INFORMATION:

The Student Investment Account (SIA), established under the 2019 Student Success Act (SSA), provides non-competitive grant funding to support mental and behavioral health needs and to reduce academic disparities for focal student groups. The Oregon Department of Education administers these funds for Oregon school districts. For the 2025–27 biennium, Eagle Point School District 9 is scheduled to receive a total of $8,337,537.14, of which we received $4,067,828.41 during fiscal year 2025-26 and have been allocated $4,269,708.73 for fiscal year 2026–27. Which is an additional allocation of $35,846.51 from the previous allocation. The terms and conditions of this funding are outlined in State of Oregon Grant Amended Agreement 39191. State requirements mandate that the amended grant agreement be presented and approved by the governing board in an open meeting with an opportunity for public comment. This action cannot occur as part of the consent agenda. Board approval must be obtained prior to full execution of the agreement and before funds can be released. The agreement must also be posted on the District's website and made available at the District Office.

Link to SIA Grant Amended Agreement 39191

Link to Annual Report Presentation

2025-26 Integrated Programs Annual Report

RECOMMENDATION:

Administration recommends School Board approval of Grant Amended Agreement 39191.

BOARD ACTION REQUIRED

Suggested Resolution:

"I move the board to approve Grant Amended Agreement 39191 with the State of Oregon to accept the 2025-27 Biennium SIA Grant Amended Agreement as presented".

5.B. **Public Forum**
5.C. **Employee's Association Representative Report**
5.D. **Superintendent Report**

Jim Helmen-Superintendent
Board Report
September, 2026
"ALL ABOUT WE AT EPSD"

Appreciation for an Outstanding Start to the School Year

I want to express my sincere appreciation to every EPSD employee for helping create such a positive and successful start to the school year. This accomplishment belongs to all of us. From preparing our schools and classrooms to welcoming students, supporting families, establishing strong routines, and responding to challenges, every employee has contributed.

Our teachers, instructional assistants, administrators, office staff, custodians, transportation employees, nutrition services teams, specialists, maintenance staff, and district support departments have worked together with flexibility, care, and a shared commitment to students. The teamwork demonstrated across our district reflects our WE culture and shows what we can accomplish when everyone contributes to a common purpose.

Thank you to all EPSD employees for your hard work, professionalism, and dedication. I am proud of how our district has begun the year and deeply grateful to everyone who made this successful start possible.

District and School Progress Aligned with Superintendent Goals

School(s) highlights around the Board's four adopted superintendent goals are provided to give a clear connection between priorities and the daily work occurring across our schools. The updates highlight strong work by our district administrators early progress in strengthening district culture, improving instruction and student achievement, increasing student engagement and belonging, and building consistent operational

systems. Sharing the report in this format allows the Board and community to see how school and department efforts are aligned, how progress is being monitored, and how our strategic goals are being translated into meaningful actions for students, staff, and families.

Goal 1: Cultivate a High-Performing District Culture of Trust, Accountability, and Service

Districtwide Leadership and Collaboration

- Activity or accomplishment: Schools completed a positive opening to the 2026–27 school year, with leaders reporting strong staff collaboration, flexibility, problem-solving, and support across schools and departments.
- Alignment and impact: These actions reflect the district's WE culture and its commitments to respect, trust, collective accountability, and customer service. Staff worked together to ensure students and families experienced a welcoming and organized start to the year.
- Evidence of progress: School leaders consistently reported staff stepping in to solve problems, support colleagues, establish routines, and respond to student needs.

Eagle Rock Elementary and Lake Creek Learning Center

- Activity or accomplishment: Building leadership teams reaffirmed reading, mathematics, and PLC collaboration as shared school priorities. Each school also identified a specific area of practice: writing and rigor at Eagle Rock and family engagement connected to academics at Lake Creek.
- Alignment and impact: Establishing common priorities and school-specific improvement areas creates clearer accountability and connects building-level work to district expectations.
- Evidence of progress: Both schools established three building goals and identified an area for focused improvement.

Hillside Elementary and Table Rock Elementary

- Activity or accomplishment: Staff used explicit behavior expectations, recognition systems, and team-based supports to build positive school cultures. Hillside implemented expectation stations and specific recognition for respectful behavior, while Table Rock developed classroom behavior matrices and continued staff training in Love and Logic practices.

- Alignment and impact: These practices create shared adult expectations and reinforce respectful, consistent, and supportive learning environments.
- Evidence of progress: Hillside conducted expectation stations September 15–17. Table Rock established a September 30 deadline for classroom behavior matrices and made district coaching sessions available beginning September 22.

Eagle Point Middle School

- Activity or accomplishment: The school recognized Alison Orozco Rush for her commitment to students, teaching, and service on the school's PBIS team.
- Alignment and impact: Intentional staff recognition reinforces the district's culture of appreciation, service, and collective responsibility.

Goal 2: Accelerate Student Achievement Through Instructional Excellence

Districtwide PLC Implementation

- Activity or accomplishment: EPSD began Year 3 of its PLC work with a consistent late-start structure and a renewed focus on team norms, accountability, unit planning, common formative assessments, intervention, and extension.
- Alignment and impact: The planning and analysis cycle gives educators protected time to examine evidence of student learning, improve instruction, and collectively respond when students need additional support or enrichment.
- Evidence of progress: Teams reviewed and revised norms and accountability protocols, identified team roles, and began developing or refining their first instructional units.

Districtwide Benchmark Assessments

- Activity or accomplishment: Schools began fall benchmark assessments in reading and mathematics across elementary, middle, and high school grade levels.
- Alignment and impact: These assessments will establish baseline information that teachers, PLCs, and administrators can use to identify student needs, plan instruction, and monitor growth.
- Evidence of progress: Middle school testing began September 8; grades 1–5 began September 14; high school testing began September 21; and kindergarten testing begins September 28.

Table Rock Elementary

- Activity or accomplishment: Staff reviewed district and school assessment results and identified writing and vocabulary as K–5 instructional priorities.
- Alignment and impact: Selecting priorities based on student evidence focuses staff learning and instructional improvement on areas of demonstrated need.
- Evidence of progress: Table Rock established writing and vocabulary as yearlong areas for staff learning, instructional consistency, and increased rigor.

Hillside Elementary

- Activity or accomplishment: Grade-level teams coordinated administration of the i-Ready reading and mathematics diagnostics and prepared Resource support for students needing testing accommodations.
- Alignment and impact: Coordinated assessment practices support accurate baseline information and help teams plan instruction and intervention based on student needs.

Shady Cove Elementary

- Activity or accomplishment: The school is preparing to begin student interventions and will provide monthly, site-based Love and Logic training beginning October 7.
- Alignment and impact: The combination of academic intervention and staff development strengthens the school's capacity to address learning and behavioral needs that may interfere with student success.

Upper Rogue Center for Educational Opportunities (URCEO)

- Activity or accomplishment: URCEO reinforced its instructional commitment to maintaining high expectations while providing students with the relationships, tools, encouragement, and reasonable supports needed to work through challenges independently. Staff were asked to distinguish between supporting students and rescuing them by using questions, planning, and guided problem-solving rather than removing productive struggle.
- Alignment and impact: This approach preserves instructional rigor while developing student ownership, persistence, problem-solving, and self-advocacy. The school's PLC/MTSS meeting on September 23 provides a structure for staff to collaborate around student learning and support needs.
- Evidence of progress: Staff received common language and practical examples for supporting students without lowering expectations, and PLC/MTSS collaboration was scheduled as part of the school's weekly learning agenda.

District Instructional Coaching

- Activity or accomplishment: Teachers will have access to instructional coaching through Impact Cycles focused on professional goals and student learning. New teachers will complete at least one Impact Cycle during the school year.
- Alignment and impact: Job-embedded coaching supports stronger instruction, data use, intervention systems, and PLC practices.

Goal 3: Inspire and Deepen Student Engagement

Attendance and Belonging

- Activity or accomplishment: Schools are recognizing September as Attendance Awareness Month through positive messaging, early family outreach, classroom recognition, and a proposed student-created short-film initiative.
- Alignment and impact: These strategies promote regular attendance by helping students understand the importance of being present and by strengthening their sense of belonging.
- Evidence of progress: Hillside launched a classroom Perfect Attendance Challenge. Shady Cove promoted a student-led attendance video opportunity designed to make the message more relevant and engaging.

Schoolwide Behavior Supports

- Activity or accomplishment: Hillside, Table Rock, White Mountain Middle School, Eagle Point Middle School, and Shady Cove explicitly taught or reinforced schoolwide expectations through expectation stations, PBIS lessons, character education, and consistent staff language.
- Alignment and impact: Explicitly teaching expectations supports student belonging, reduces uncertainty, and creates more consistent learning environments.
- Evidence of progress: Schoolwide areas of emphasis included respect, responsibility, trust, appropriate peer interactions, and positive decision-making.

Family Engagement

- Activity or accomplishment: Schools expanded opportunities for families to participate in their children's education through Eagle Point High School's Open House, Eagle Rock's Literacy Night, Lake Creek's Ice Cream Social, Hillside's PTO and Outdoor Education meeting, and Shady Cove's Back-to-School BBQ.
- Alignment and impact: These activities create welcoming points of connection, improve family access to school information, and give families practical ways to support student learning.

- Evidence of progress: Eagle Rock's September 24 Literacy Night includes differentiated literacy activities, a Title I presentation, take-home learning ideas, and family participation in at least three learning stations.

Eagle Point High School

- Activity or accomplishment: EPHS held a welcoming Open House and organized Homecoming activities from September 21–26, including student-led assemblies, Powder Puff, Volleybuff, a community parade, football game, and dance.
- Alignment and impact: These opportunities strengthen student leadership, school identity, family connection, and students' sense of belonging.
- Evidence of progress: Student Leadership planned and led the first assembly of the year and coordinated major Homecoming activities.

Eagle Point Middle School

- Activity or accomplishment: Students began grade-appropriate digital citizenship lessons through Nearpod, with grade and binder checks following completion.
- Alignment and impact: The lessons help students participate safely and responsibly in digital learning environments while developing organizational habits that support academic engagement.

Upper Rogue Center for Educational Opportunities (URCEO)

- Activity or accomplishment: URCEO emphasized "support without rescuing" as a consistent approach to helping students take greater responsibility for their learning. The school also scheduled orientation for its new NEST process and continued its Teach'n & Learn'n sessions.
- Alignment and impact: These practices are designed to help students recover from mistakes, ask for help appropriately, persist through difficult work, and take ownership of their educational progress—skills that are especially important in an alternative education setting.
- Evidence of progress: The new NEST orientation was scheduled for September 22, Teach'n & Learn'n sessions for September 21 and 24, and the URCEO PLC/MTSS meeting for September 23.

Early Learning Partnership

- Activity or accomplishment: EPSD is partnering with Southern Oregon Head Start to establish a Head Start program at Table Rock Elementary.

- Alignment and impact: The partnership will expand access to early learning and strengthen connections among young children, families, and the elementary school system.

EPHS Athletics

- Activity or accomplishment: Athletics is expanding student engagement through Flight Club youth camps, recognition of three-sport student-athletes, and participation by winter and spring programs in Club Rush.
- Alignment and impact: These efforts build connections across grade levels, recognize sustained student participation, and help students explore additional school activities.

Goal 4: Optimize Operations, Fiscal Health, and Community Trust

Safety and Emergency Preparedness

- Activity or accomplishment: Schools reinforced emergency procedures through fire and earthquake drills, evacuation-area reviews, bus-safety instruction, crossing-guard training, and staff building-entry and exit protocols.
- Alignment and impact: These practices strengthen emergency readiness and help ensure schools can accurately account for students and staff.
- Evidence of progress: EPHS scheduled earthquake and fire-drill instruction during NEST. White Mountain conducted a fire drill, and Eagle Rock scheduled student crossing-guard training.

Operational Reporting

- Activity or accomplishment: Student and staff injury-reporting forms were converted from paper to an electronic submission process.
- Alignment and impact: Electronic reporting improves timeliness, automatically notifies appropriate departments, and creates a more consistent districtwide process.

Compliance and Accountability

- Activity or accomplishment: Schools received clarified expectations and monitoring tools for Tribal History/Shared History instruction, health curriculum implementation, family notification and opt-out procedures, special education collaboration, digital citizenship, and implementation of IEP and 504 accommodations.

- Alignment and impact: Consistent documentation and monitoring strengthen organizational accountability, reduce compliance risk, and build community trust.
- Evidence of progress: Principals were provided an accountability tool for required Tribal History/Shared History lessons. Schools were directed to document health curriculum notifications, digital citizenship lesson completion, and monthly administrator–special education team meetings. URCEO will use its PLC process to determine how required digital citizenship lessons will be delivered and will record completion on a tracking spreadsheet.

Family and Community Communication

- Activity or accomplishment: Schools increased proactive communication through ParentSquare, weekly newsletters, open houses, family events, PTO meetings, and advance notification of learning activities.
- Alignment and impact: Regular, timely communication helps families understand school expectations, access support, and remain connected to student learning.

Additional District and School Updates

- Schools celebrated Constitution Day through flag salutes, the Pledge of Allegiance, and schoolwide activities.
- Students participated in fall athletics, including volleyball, football, and cross-country.
- The D9 Foundation Dinner and Auction was scheduled for September 26 at Belushi Farm.
- Schools began preparing student and staff goals, including Student Learning Growth Goals and professional learning goals.

Districtwide Patterns and Progress

- Consistent opening-of-school practices: Schools emphasized relationships, routines, behavior expectations, safety, and family communication during the first weeks.
- Growing instructional alignment: Benchmark assessments, Year 3 PLC implementation, instructional coaching, and school-level academic priorities are creating stronger connections between student evidence and instructional decisions.
- Stronger attention to belonging, ownership, and attendance: Schools are using PBIS, character education, student leadership, attendance initiatives, school events, and URCEO’s support-without-rescuing approach to help students feel known, connected, capable, and responsible for their learning.

- Improved operational consistency: Electronic reporting, compliance tools, emergency drills, and documented school processes demonstrate continued movement toward clearer and more reliable districtwide systems.

Updated Immigration Enforcement Policy

The district is updating its immigration enforcement policy to align with new Oregon requirements established through Senate Bill 1538 and House Bill 4079. The updated policy provides staff with clear procedures for responding to immigration-enforcement requests, verifying judicial warrants or court orders, protecting confidential student information, and immediately involving the superintendent, designated district contact, and legal counsel. It also requires staff training and reinforces that every eligible student has the right to attend school regardless of immigration or citizenship status. This work supports the Board's goals of maintaining safe and welcoming schools, strengthening consistent districtwide systems, and building trust with students, families, staff, and the community.

EPSD part of Oregon Attendance Cohort

Amy Martin, EPSD Student Services will be representing Eagle Point School District in Oregon's statewide Attendance Cohort, led by Dr. Shelley Berman and Umatilla School District Superintendent Heidi Sipe. The cohort brings districts together to study current attendance research, share effective practices, and develop student-centered, relationship-based systems that address the underlying causes of chronic absenteeism. The work emphasizes the strategic use of data, strong family partnerships, positive school climates, and coordinated attendance teams rather than relying only on compliance-based responses.

EPSD's participation is important as we now have a seat at the table in affecting statewide attendance and our ability to continue developing a more unified districtwide attendance system. Amy will bring back practical strategies and lessons from districts across Oregon to help us provide schools with consistent data, identify student needs earlier, and strengthen support for students and families. This work directly supports the Board's goals related to student achievement, engagement, belonging, and consistent districtwide systems.

The interim report, *From Compliance to Invitation: Lessons in Improving Attendance in Eleven Oregon School Districts*, highlights these districts as part of the Oregon Attendance cohort:

1. Burnt River School District
2. Winston-Dillard School District

3. Banks School District
4. Phoenix-Talent School District
5. Lincoln County School District
6. Gladstone School District
7. Umatilla School District
8. Silver Falls School District
9. Gresham-Barlow School District
10. Hillsboro School District
11. Beaverton School District

These districts represent a wide range of sizes and communities, giving EPSD an opportunity to learn from both smaller rural systems and larger districts. Their case studies emphasize trusting relationships, student and family voice, positive communication, family engagement, coordinated attendance teams, and the strategic use of data.

Strengthening Districtwide Attendance Support

Student Services is increasing its direct support to schools by creating a more consistent districtwide process for monitoring attendance and responding when students disengage. This includes coordinating the Early Leaver process, establishing clear reporting dates, reviewing weekly 10-day absence reports, and providing school teams with timely and consistent guidance. These improvements will help schools identify students sooner, strengthen follow-up with families, and make informed decisions about enrollment and staffing. Thank you to Amy Martin and Chris Valavala for their leadership and commitment to supporting our schools and improving student attendance.

Strengthening District Financial Systems

Our Business Services Department continues to strengthen districtwide financial systems to support responsible stewardship of public resources. This work includes clearer purchasing and requisition procedures, consistent P-Card practices, improved cash-handling controls, stronger student body account processes, timely budget monitoring, accurate documentation, and clearer approval responsibilities. Together, these systems improve accountability, reduce financial risk, support compliance, and give staff consistent processes for managing district funds.

This work is especially important within Oregon’s challenging financial landscape. Strong financial systems help the district identify concerns earlier, make informed budget decisions, protect essential programs, and direct limited resources toward the areas that have the greatest impact on students. I appreciate the Business Services

team's leadership and its commitment to building reliable systems that support both fiscal responsibility and student success.

Strengthening Family and Community Engagement Through ParentSquare

EPSD is increasing its focus on consistent family communication and celebrating the great work happening across our schools. Teachers and principals are encouraged to use ParentSquare each week to share classroom projects, student activities, school events, and meaningful learning experiences as they happen.

This process allows staff across the district to capture student experiences in real time and quickly share them with families. Dean MacInnis will also pull selected stories and highlights from ParentSquare to feature on the district's Facebook page, helping our broader community see the many opportunities available to EPSD students.

Our goal is to build stronger connections with families, increase community awareness of district programs, and showcase why EPSD is a great place for students. By consistently telling our story, we hope to strengthen community pride and encourage families and students to choose, or return to, our district. Thank you to Dean for leading this effort and helping our schools share the EPSD story.

District Leadership Team: Leading the System

This month's District Leadership Team meeting focused on "Leading the System" by strengthening clarity, consistency, and shared leadership practices across EPSD. The training was developed in direct response to administrator feedback requesting clearer expectations, practical guidance, and more consistent districtwide systems.

District leaders provided training on cash-handling procedures, PBIS and behavior supports, Love and Logic, student supervision, room-clears, and responses to significant student behavior. Administrators also reviewed the district's K–8 grade-level retention process, including appropriate reasons for considering retention, required documentation, family communication, and consistent decision-making.

The team strengthened its understanding of the Danielson evaluation process, SLG and PPG requirements, evaluation timelines, classroom-observation calibration, and Frontline documentation. Additional training addressed personnel investigations, just cause, progressive discipline, discrimination and harassment, mandatory reporting, and the distinction between an administrator's reporting responsibility and the district's role in a secondary investigation.

Administrators also began their study of *A School Leader's Playbook: Tough Conversations* and prepared for the October review of each school's progress toward the district's five foundational systems. The overall goal is to ensure every EPSD leader has the knowledge, tools, and district support needed to lead consistently, address challenges confidently, and improve outcomes for students.

Administrator Implementation and 90-Day Improvement Process

EPSD administrators are implementing a consistent leadership framework designed to move district priorities from planning into daily practice. By early October, each school will have foundational systems operating in six key areas: WE Culture, attendance, student behavior, family communication and customer service, instructional leadership, and data review. Administrators will use evidence to demonstrate what is working, identify areas needing adjustment, and determine where district support is required.

Each school leadership team will also select one 90-day Problem of Practice connected to attendance and belonging, student behavior, family engagement, customer service, or instructional improvement. Administrators addressing similar challenges will participate in cross-school professional learning teams to study evidence, share effective practices, implement focused leadership actions, and monitor progress. This process supports consistent district expectations while allowing schools to respond to their individual needs through shared learning and collective accountability.

EPSD Behavior Support Training for District Leaders

Thank you to Eric Thomas, Joe Meerten, and Valerie Sheehorn for providing focused training to district leaders on strengthening consistent behavior and safety systems across EPSD. The training clarified expectations for PBIS, Love and Logic, room clears, supervision, Student Success Rooms, and responses to significant student behavior. Leaders also practiced using common behavior definitions and consequence guidelines to improve consistency among schools. This work strengthens our districtwide approach by helping school teams use data, respond appropriately to behavior, build positive relationships, and maintain safe learning environments where all students can be successful.

Special Education Professional Development

This year, our Special Services team is developing a more intentional professional development system based directly on feedback from special education teachers and instructional aides. The goal is to provide staff with relevant training, stronger

collaboration opportunities, and practical resources that improve services and outcomes for students with disabilities.

Special education teachers will participate in professional learning during late-start Wednesdays from 7:45–8:30 a.m. The schedule will include site-based professional development, districtwide PLC sessions for all special education teachers, sessions for teachers serving similar programs and student populations, and opportunities to collaborate with general education staff. Cyclical Monitoring requirements will also be addressed during these meetings and reinforced through the Special Services Smore newsletter.

Survey results identified a need for additional support related to autism, intellectual disabilities, ADHD, emotional and behavioral disabilities, complex medical needs, English learners with disabilities, transition-age students, and students with low-incidence disabilities. Staff also requested assistance with instructional materials, intervention programs, assistive technology, paraprofessional support, collaboration time, data-management systems, behavior resources, and family and community supports.

More individualized training will be available by appointment. Priority topics include developing age-appropriate transition materials, preparing for IEP meetings and using Synergy, incorporating augmentative and alternative communication devices into classroom instruction, supporting students with dyslexia, identifying assistive technology for medically vulnerable students, and providing advanced strategies for specific student populations. We also recognize that time remains a significant challenge, and we will continue exploring ways to create meaningful opportunities for staff to learn and collaborate without taking away from student support.

Targeted professional development is also being developed for special education instructional aides. This training will focus on behavior management and de-escalation, understanding IEP goals and collecting data, professional roles and boundaries, collaboration with teachers, inclusive practices that promote student independence, and the effective use of assistive technology and adaptive equipment.

Finally, principals and site administrators will receive ongoing special education training during District Leadership Team meetings and through the Special Services Smore newsletter. Topics will include:

- October 20, 2026: Special Education and Section 504 foundations, including the principal’s leadership and compliance responsibilities in the IEP process
- November 17, 2026: Discipline involving students with disabilities
- December 15, 2026: Child Find, evaluation, and eligibility

- January 19, 2027: Instruction, supports, and student outcomes
- February 16, 2027: Least Restrictive Environment and inclusive practices

This coordinated approach will help ensure that teachers, instructional aides, and administrators have the knowledge, tools, and support necessary to meet student needs while strengthening consistent special education practices across the district.

Appreciation for Student Services Department

I want to express my sincere appreciation to Heather Marrs and the entire Student Services team for their strong and consistent advocacy for students. Their staff continues to provide valuable support to schools as they respond to challenging student behaviors, connect families with resources, and help ensure students receive the care and assistance they need.

I am especially grateful for the team's compassionate support at Hillside Elementary as students and staff returned to school following the tragic passing of three Hillside students. During an incredibly difficult time, Heather and her staff were present for the school community and helped provide stability, care, and emotional support. Thank you to the entire Student Services team for leading with compassion and remaining deeply committed to our students, families, and staff.

5.E. **District Administrator's Report**

5.E.1. **Business Office**

EPSD9 GENERAL FUND | BOARD FINANCIAL SNAPSHOT

FY2026-27 • Year-to-Date through August 31, 2026

Revenue Budget	YTD Revenue	YTD Expenditures
$66,078,642	**$17,986,792**	**$5,085,362**

General Fund	Budget	YTD Actual	% of Budget	Remaining	Board View
Revenue	$66,078,642	$17,986,792	27.2%	$48,091,850	Collections to date
Expenditures	$66,078,642	$5,085,362	7.7%	$60,993,280	Spending to date
Beginning Fund Balance	$7,409,835	$7,409,835			Budgeted / projected
Net YTD Activity		$12,901,430			Revenue less expenditures

BOARD NOTES / ITEMS TO WATCH

- August is early in the fiscal year; timing of State School Fund, property tax receipts, payroll, and annual/one-time expenditures can materially affect YTD percentages.

- Beginning fund balance is shown separately so operating revenue and expenditure activity can be evaluated without obscuring the opening balance.

EPSD9 GENERAL FUND | REVENUE

FY2026-27 • Year-to-Date through August 31, 2026

Revenue Source	Budget	August	YTD	% Received	Budget Remaining
11XX - Local Property Taxes and Pymts In-Lieu	$14,850,000	-	-	-	$14,850,000
1310 - Tuition	-	-	-	-	-
14XX - Transportation Fees	-	-	-	-	-
1510 - Interest on Investments	$650,000	$56,271	$110,035	16.9%	$539,965
17XX - Fees, Admissions, Club Fundraising	$120,000	-	-	-	$120,000
19XX - Rentals, Grant Indirect, and Misc Rev	$202,500	$2,040	$2,090	1.0%	$200,410
21xx - Other Intermediate Sources	$376,802	-	-	-	$376,802
3101 - State School Fund	$41,888,468	$3,486,882	$10,464,832	25.0%	$31,423,636
3103 - Common School Fund	$581,037	-	-	-	$581,037
3XXX - Other State Sources and Grants	-	-	-	-	-
4200 - Federal Grants	-	-	-	-	-
4801 - Federal Forest Fees	-	-	-	-	-
5300 - Sale or Compensation for Fixed Assets	-	-	-	-	-
5400 - Beginning Fund Balance	$7,409,835	-	$7,409,835	100.0%	-
TOTAL REVENUE	**$66,078,642**	**$3,545,194**	**$17,986,792**	**27.2%**	**$48,091,850**

EPSD9 GENERAL FUND | EXPENDITURES

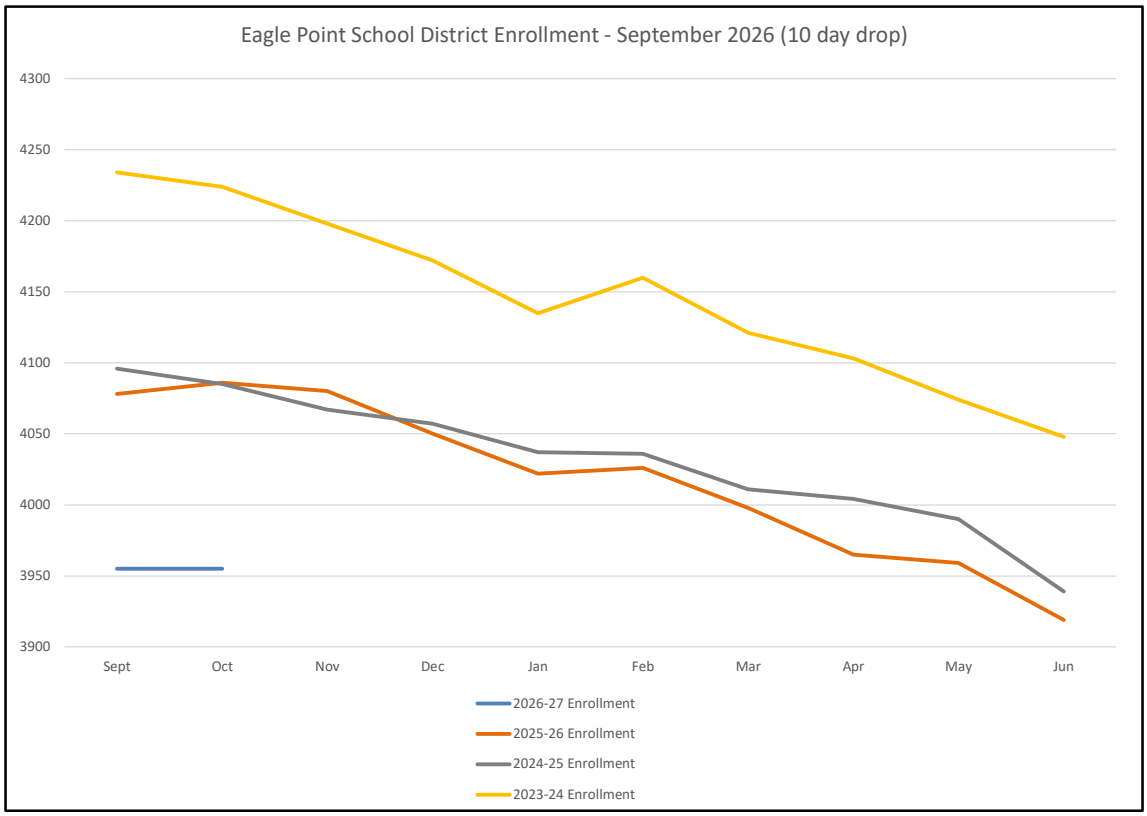
FY2026-27 • Year-to-Date through August 31, 2026

EXPENDITURES BY FUNCTION

Expenditure Function	Budget	August	YTD	% Expended	Budget Remaining
1000 - Instruction	$36,701,064	$541,551	$1,317,600	3.6%	$35,383,464
2000 - Support Services	$25,045,631	$2,216,888	$3,386,267	13.5%	$21,659,364
3000 - Community Services	-	-	-	-	-
4000 - Building Improvements	-	-	-	-	-
5000 - Debt Service and Fund Xfrs	$585,277	-	$381,495	65.2%	$203,782
6000 - Contingency	$3,746,669	-	-	-	$3,746,669
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
TOTAL EXPENDITURES	**$66,078,642**	**$2,758,439**	**$5,085,362**	**7.7%**	**$60,993,280**

EXPENDITURES BY OBJECT

Expenditure Object	Budget	August	YTD	% Expended	Budget Remaining
100 - Salaries	$29,231,811	$724,825	$1,101,509	3.8%	$28,130,302
200 - Benefits	$17,048,378	$406,135	$625,328	3.7%	$16,423,050
300 - Purchased Services (other than 360)	$5,766,650	$101,829	$297,872	5.2%	$5,468,778
360 - Charter School SSF Payments	$4,400,000	$345,139	$1,035,417	23.5%	$3,364,583
400 - Supplies and Materials	$3,431,756	$245,892	$669,813	19.5%	$2,761,943
500 - Capital Outlay	$825,000	$21,219	$39,489	4.8%	$785,511
600 - Other Objects (Ins, Dues & Fees)	$1,628,377	$913,401	$1,315,934	80.8%	$312,443
700 - Transfers Out	-	-	-	-	-
810 - Contingency	$3,746,669	-	-	-	$3,746,669
TOTAL EXPENDITURES	**$66,078,642**	**$2,758,439**	**$5,085,362**	**7.7%**	**$60,993,280**



Note 1: These enrollment numbers include Crater Lake Academy and Kids Unlimited

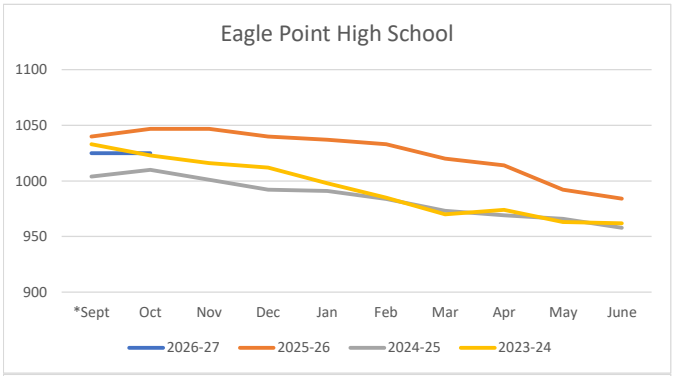
2026-27	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EPSD Kinder Total	222									
EPSD Grades 1-8 Total	2092									
EPSD Grades 9-12 Total	1183									
District Total	**3497**									
CLA: Kinder	21									
CLA: 1-8	259									
CLA: 9-12	178									
Charter Total	**458**									
Total Enrollment	**3955**									

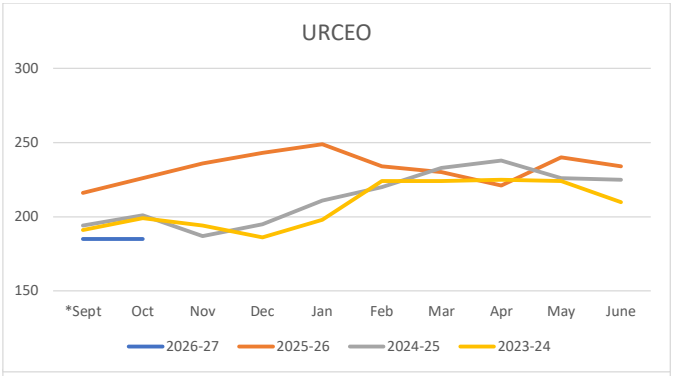
2025-26	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EPSD Kinder Total	250	252	250	251	253	257	258	257	255	251
EPSD Grades 1-8 Total	2200	2194	2191	2172	2150	2160	2147	2122	2128	2109
EPSD Grades 9-12 Total	1215	1229	1230	1221	1216	1201	1184	1172	1161	1149
District Total	**3665**	**3675**	**3671**	**3644**	**3619**	**3618**	**3589**	**3551**	**3544**	**3509**
CLA: Kinder	20	20	20	20	20	20	19	20	19	19
CLA: 1-8	232	232	232	232	230	233	238	241	244	244
CLA: 9-12	161	159	157	154	153	155	152	153	152	147
Charter Total	**413**	**411**	**409**	**406**	**403**	**408**	**409**	**414**	**415**	**410**
Total Enrollment	**4078**	**4086**	**4080**	**4050**	**4022**	**4026**	**3998**	**3965**	**3959**	**3919**

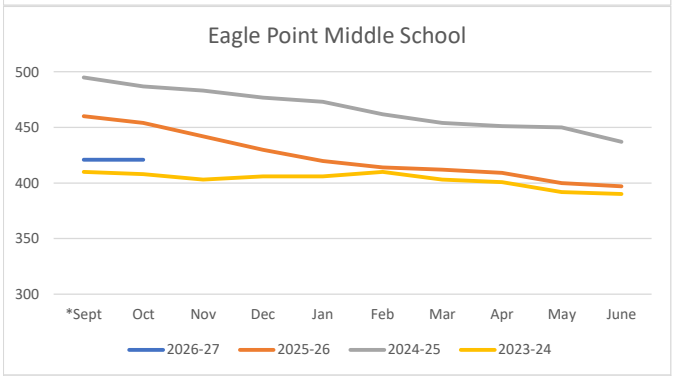
2024-25	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EPSD Kinder Total	229	221	225	226	224	229	229	229	230	228
EPSD Grades 1-8 Total	2295	2287	2290	2280	2257	2261	2245	2241	2243	2214
EPSD Grades 9-12 Total	1175	1184	1157	1156	1166	1159	1154	1150	1135	1119
District Total	**3699**	**3692**	**3672**	**3662**	**3647**	**3649**	**3628**	**3620**	**3608**	**3561**
CLA: Kinder	17	17	17	17	17	18	17	17	17	17
CLA: 1-8	225	224	224	226	225	222	221	224	224	223
CLA: 9-12	155	152	154	152	148	147	145	143	141	138
Charter Total	**397**	**393**	**395**	**395**	**390**	**387**	**383**	**384**	**382**	**378**
Total Enrollment	**4096**	**4085**	**4067**	**4057**	**4037**	**4036**	**4011**	**4004**	**3990**	**3939**

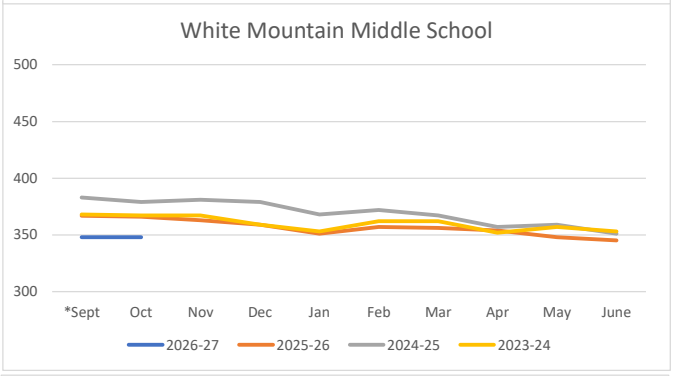
2023-24	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EPSD Kinder Total	275	276	271	268	267	269	263	259	257	254
EPSD Grades 1-8 Total	2316	2310	2306	2296	2259	2278	2266	2248	2238	2232
EPSD Grades 9-12 Total	1176	1172	1155	1146	1147	1153	1136	1136	1125	1111
District Total	**3767**	**3758**	**3732**	**3710**	**3673**	**3700**	**3665**	**3643**	**3620**	**3597**
CLA: Kinder	18	18	18	18	18	18	18	18	18	18
CLA: 1-8	221	221	221	221	220	221	221	222	219	217
CLA: 9-12	130	129	129	126	127	125	122	124	121	120
KU: Kinder	31	30	30	29	29	30	29	30	30	30
KU: 1-8	67	68	68	68	68	66	66	66	66	66
Charter Total	**467**	**466**	**466**	**462**	**462**	**460**	**456**	**460**	**454**	**451**
Total Enrollment	**4234**	**4224**	**4198**	**4172**	**4135**	**4160**	**4121**	**4103**	**4074**	**4048**

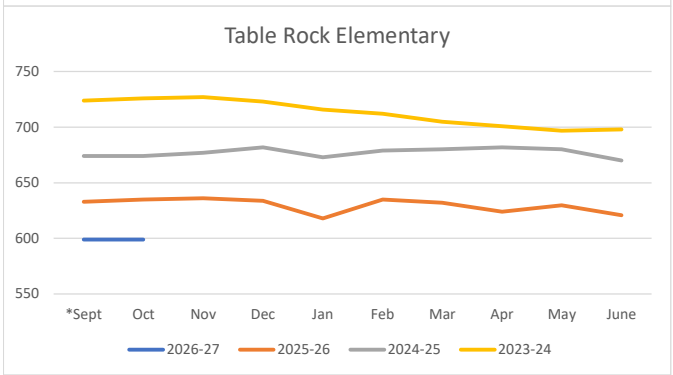
Eagle Point School District 9 Enrollment Trends - September 21, 2026 (10 day drop)

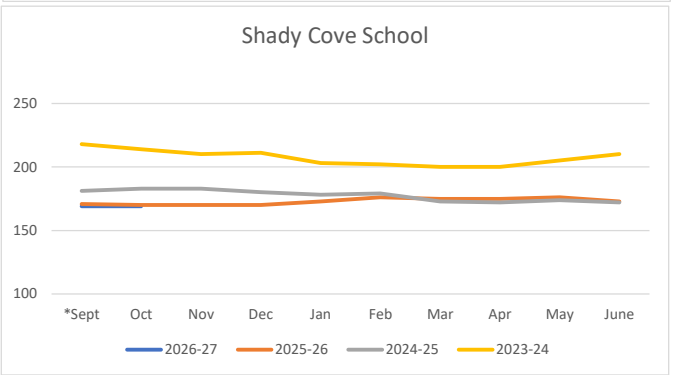


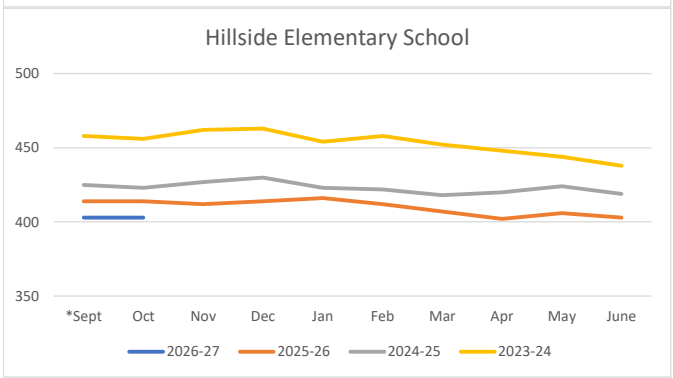


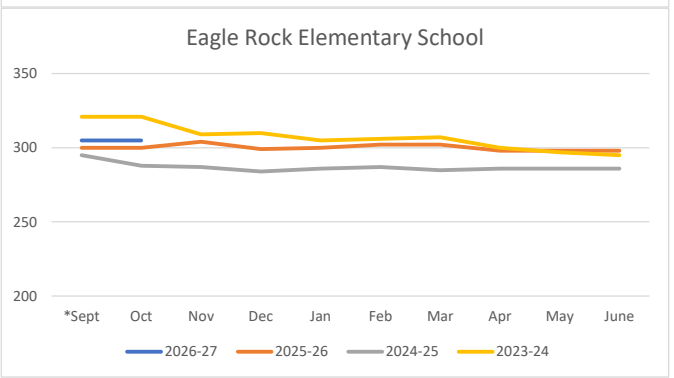


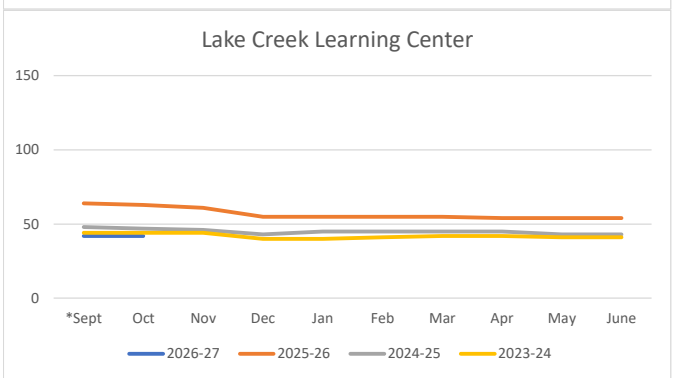


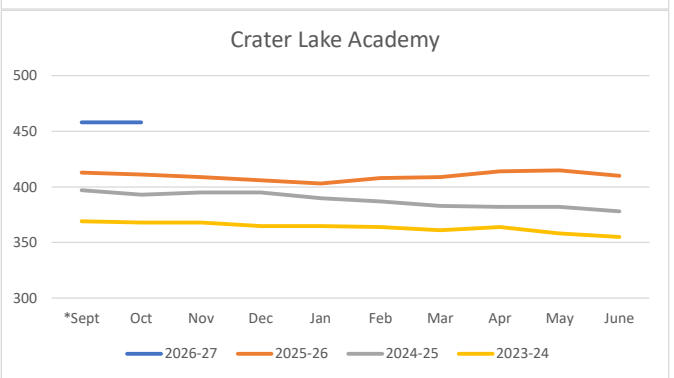












Eagle Point School District Enrollment Trends - September 21, 2026 Report (10 day drop)

2026-27	*Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Eagle Point High School	1025										1,025.00
Eagle Point Middle School	421										421.00
White Mountain Middle School	348										348.00
Eagle Rock Elementary	305										305.00
Lake Creek Learning Center	42										42.00
Table Rock Elementary	599										599.00
Shady Cove School	169										169.00
Hillside Elementary School	403										403.00
URCEO	185										185.00
District Total	**3497**										**3,497.00**
Crater Lake Academy	458										458.00
Charter Total	**458**										**458.00**
Total Enrollment	**3955**										**3,955.00**

2025-26	*Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Eagle Point High School	1040	1047	1047	1040	1037	1033	1020	1014	992	984	1,025.40
Eagle Point Middle School	460	454	442	430	420	414	412	409	400	397	423.80
White Mountain Middle School	367	366	363	359	351	357	356	354	348	345	356.60
Eagle Rock Elementary	300	300	304	299	300	302	302	298	298	298	300.10
Lake Creek Learning Center	64	63	61	55	55	55	55	54	54	54	57.00
Table Rock Elementary	633	635	636	634	618	635	632	624	630	621	629.80
Shady Cove School	171	170	170	170	173	176	175	175	176	173	172.90
Hillside Elementary School	414	414	412	414	416	412	407	402	406	403	410.00
URCEO	216	226	236	243	249	234	230	221	240	234	232.90
District Total	**3665**	**3675**	**3671**	**3644**	**3619**	**3618**	**3589**	**3551**	**3544**	**3509**	**3,608.50**
Crater Lake Academy	413	411	409	406	403	408	409	414	415	410	409.80
Charter Total	**413**	**411**	**409**	**406**	**403**	**408**	**409**	**414**	**415**	**410**	**409.80**
Total Enrollment	**4078**	**4086**	**4080**	**4050**	**4022**	**4026**	**3998**	**3965**	**3959**	**3919**	**4,018.30**

2024-25	*Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Eagle Point High School	1004	1010	1001	992	991	984	973	969	966	958	984.80
Eagle Point Middle School	495	487	483	477	473	462	454	451	450	437	466.90
White Mountain Middle School	383	379	381	379	368	372	367	357	359	351	369.60
Eagle Rock Elementary	295	288	287	284	286	287	285	286	286	286	287.00
Lake Creek Learning Center	48	47	46	43	45	45	45	45	43	43	45.00
Table Rock Elementary	674	674	677	682	673	679	680	682	680	670	677.10
Shady Cove School	181	183	183	180	178	179	173	172	174	172	177.50
Hillside Elementary School	425	423	427	430	423	422	418	420	424	419	423.10
URCEO	194	201	187	195	211	220	233	238	226	225	213.00
District Total	**3699**	**3692**	**3672**	**3662**	**3648**	**3650**	**3628**	**3620**	**3608**	**3561**	**3,644.00**
Crater Lake Academy	397	393	395	395	390	387	383	382	382	378	388.20
Charter Total	**397**	**393**	**395**	**395**	**390**	**387**	**383**	**382**	**382**	**378**	**388.20**
Total Enrollment	**4096**	**4085**	**4067**	**4057**	**4038**	**4037**	**4011**	**4002**	**3990**	**3939**	**4,032.20**

2023-24	*Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Eagle Point High School	1033	1023	1016	1012	998	985	970	974	963	962	993.60
Eagle Point Middle School	410	408	403	406	406	410	403	401	392	390	402.90
White Mountain Middle School	368	367	367	359	353	362	362	352	357	353	360.00
Eagle Rock Elementary	321	321	309	310	305	306	307	300	297	295	307.10
Lake Creek Learning Center	44	44	44	40	40	41	42	42	41	41	41.90
Table Rock Elementary	724	726	727	723	716	712	705	701	697	698	712.90
Shady Cove School	218	214	210	211	203	202	200	200	205	210	207.30
Hillside Elementary School	458	456	462	463	454	458	452	448	444	438	453.30
URCEO	191	199	194	186	198	224	224	225	224	210	207.50
District Total	**3767**	**3758**	**3732**	**3710**	**3673**	**3700**	**3665**	**3643**	**3620**	**3597**	**3,686.50**
Crater Lake Academy	369	368	368	365	365	364	361	364	358	355	363.70
Kids Unlimited	98	98	98	97	97	96	95	96	96	96	96.70
Charter Total	**467**	**466**	**466**	**462**	**462**	**460**	**456**	**460**	**454**	**451**	**461.70**
Total Enrollment	**4234**	**4224**	**4198**	**4172**	**4135**	**4160**	**4121**	**4103**	**4074**	**4048**	**4,148.20**

6. **Board Action Items**
    6.A. **Consent Agenda**

Eagle Point School District 9

Every Student, Every Class, Every Day!

MONTHLY PERSONNEL REPORT – SEPTEMBER 2026

RECENT NEW HIRES

Name	FTE	Assignment	Location	Start Date
Tifini Wright	1.0	Teacher - Dual Language 3rd	TRE	8/31/2026
Andreya Nicholson	1.0	Teacher - Sped	EPMS	9/3/2026
Kaylee Shelton	1.0	Teacher - Grade 3	HES	9/3/2026

RECENT SEPARATIONS

Name	FTE	Assignment	Location	End Date

OSBA Model Sample Policy

Code: DBEA
Adopted:

Budget Committee
(Version 1)

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of five[seven] members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:

   a. Live and be registered to vote in the district;
   b. Not be an officer, agent or employee of the district.

2. At least one member of the budget committee must be a member of the district's educational equity Superintendent's advisory committee;[1]

3. No budget committee member may receive any type of compensation from the district;

4. At its first meeting in [July], Tthe Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of [July]. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

5. At the first regular Board meeting in [August], Tthe Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be

[1] {The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.} The district is not required to include a member of the educational equity Superintendent's advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

reappointed. At the first regular meeting in [September], tThe Board will appoint persons to fill the vacant positions;

6. [The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.] [The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year;]

7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;

2. A majority of the constituted committee is required for passing an action item. Majority for a [14-member budget committee is 8] [10-member budget committee is 6]. Therefore, if only [8] [6] members are present, a unanimous vote is needed for passing an action;

3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;

4. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or business manager. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;

5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

OSBA Model Sample Policy

Code: IICA
Adopted:

Field Trips and Special Events**

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of [one year].

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state travel must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 to -339.250

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

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

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

This policy will be made available in the student handbook and on the district's website[2]. [The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{[4]} "Superintendent or their designee] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The [Human Resource Director] shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

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

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

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

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

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

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

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

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

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

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

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

Required Notice

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

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in middle school grades [7] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office (Superintendents Office].

2. Notice must include:

    a. The general location of the federal immigration authority; and

PROPOSED

b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{Districts may include resources available to those impacted by immigration enforcement actions.}]

3. Notice must not disclose:

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

The required notice will be provided as expediently as possible using [insert communication methods the district will use] [existing methods used for providing electronic communications].

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

[Confidentiality of School Records

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

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

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

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[6] that the district collects, unless one of the following exceptions applies:

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

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

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

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

4. The information is aggregated and not personally identifiable.

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

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

Training

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

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

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

[{[7]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]

END OF POLICY

Legal Reference(s):

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

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

[7] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

6.B. **Unfinished Business**

6.C. **New Business**

6.C.1. **SIA 2026-27 Amended Agreement**

6.C.2. **OSBA Nominations Discussion**

7. **Future Board Meeting Agenda Items**

7.A. **Work Session**

7.B. **Regular Meeting**

8. **Acknowledgments**

9. **Adjournment**