

Regular Meeting
Wednesday, October 21, 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. **Public Forum**
 - 5.B. **Student Representative Report**



Eagle Point School District 9

Student Support Programs



NEWSWATCH

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6:00

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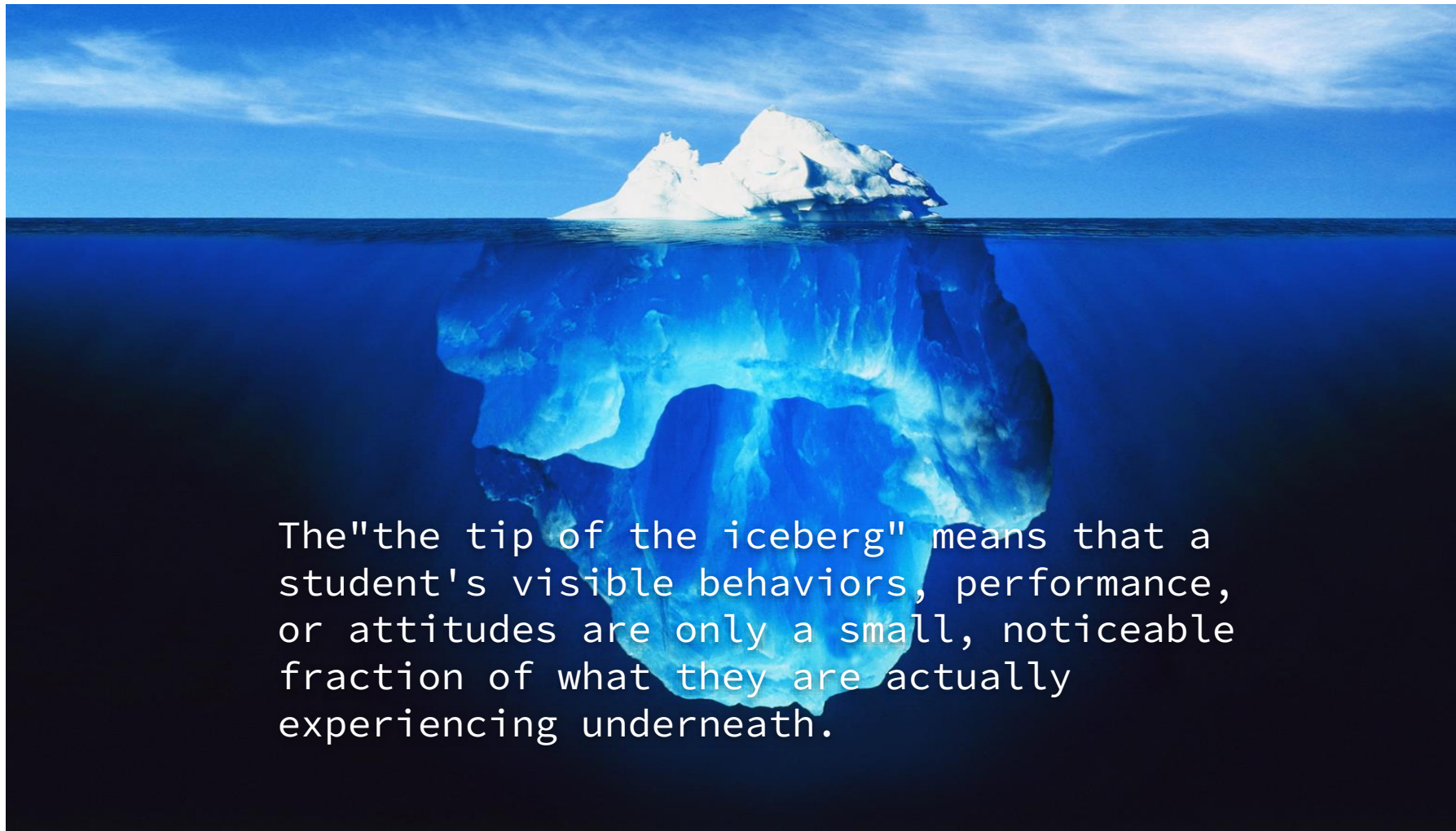
kdrv.com

NATIONAL ROLONGING TALKS IN STALEMATE TO INFLUENCE US MIDTERMS

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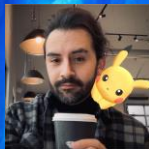
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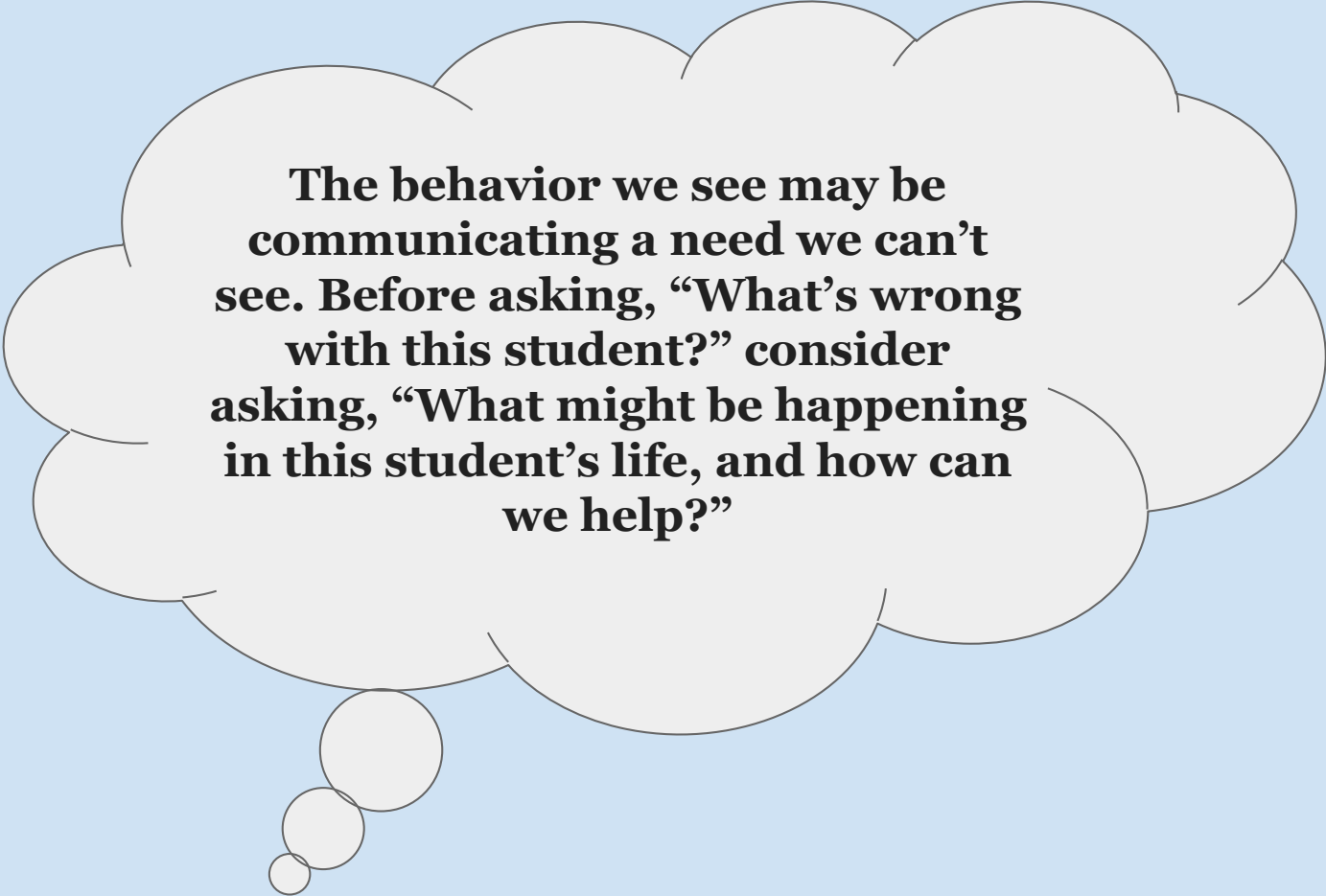




The "the tip of the iceberg" means that a student's visible behaviors, performance, or attitudes are only a small, noticeable fraction of what they are actually experiencing underneath.

That's where we come in!





The behavior we see may be communicating a need we can't see. Before asking, "What's wrong with this student?" consider asking, "What might be happening in this student's life, and how can we help?"

Our Purpose

Student Support Programs serves as a bridge between students, families, schools, and community partners to remove barriers to education, strengthen school safety, and support student well-being. Through prevention, intervention, and coordinated resources, we help students overcome challenges, stay engaged in learning, and have every opportunity to succeed, both inside and outside the classroom.



WHO WE SERVE | 2025-26 SCHOOL YEAR

Eagle Point School District 9 | Student Support Programs

Student Support Programs serves all EPSD9 schools and Crater Lake Academy, providing academic, attendance, housing, foster care, juvenile justice, safety, and basic-needs support. Through districtwide services and community partnerships, we help students and families overcome barriers to education.

Students Served by Program

Program	Students / Services
McKinney-Vento, Housing Instability	76 students
Foster Care Support	25 students
Intensive Attendance Intervention	73 students
Academic Tutoring	83 students
Academic Tutoring Interventions	524 documented interventions
At-Risk Senior Graduation Support	25 students; all graduated
Parole and Probation Support	32 youth
Youth Intervention	67 students on caseload
Attendance Outreach	168 home visits

Families and Community Members Served

Program / Partnership	Reported Reach
Holiday and School Break Food Boxes	285 families
ACCESS Food Box Collaboration	2,994 families
The Kindness Effect	2,739 families
Eagle Point Food Project / After-School Snack Shack	1,534+ student visits
Giving Together, Growing Together Resource Fair	2,100+ students and family members

Please note that students may receive services through multiple programs. Therefore, program totals may overlap and should not be combined to represent the total number of unique students served.



WHAT WE PROVIDE

Eagle Point School District 9 | Student Support Programs

Our services remove barriers to education, strengthen student well-being, and connect students and families with the support they need to succeed.

1. Academic Access & Student Success

Students receive individualized instruction and accommodations, academic tutoring, credit recovery assistance, language development support, and help staying on track for graduation.

2. Student Wellness & Crisis Support

Students receive counseling and mental health connections, behavioral interventions, mentoring, health-related assistance, and crisis intervention and recovery support during difficult circumstances.

3. Removing Barriers to Education

Students and families receive support with school enrollment, educational stability, transportation, attendance challenges, housing instability, food insecurity, clothing, hygiene supplies, and other essential needs.

4. Family Engagement & Community Connections

Families receive personalized outreach, interpretation and translation assistance, help navigating school systems, referrals to community organizations, and coordinated support during difficult circumstances.

5. Safety & Security

Students and staff benefit from school safety and security measures, including the I Love U Guys Foundation Standard Response Protocol (SRP), ALICE training, internet monitoring systems that help identify potential concerns, school security assessments, behavioral threat assessments, emergency drills, reunification planning, and coordination with public safety partners.

WHAT THIS LOOKS LIKE FOR STUDENTS AND FAMILIES

When a student or family experiences...	We help by providing...
Housing instability	Enrollment assistance, transportation coordination, school supplies and community connections
Chronic absenteeism	Family outreach, attendance planning, home visits and individualized intervention
Academic struggles	Targeted tutoring, academic monitoring, credit recovery and graduation planning
Wellness needs or a personal crisis	Counseling and mental health connections, mentoring, behavioral intervention, health-related assistance, and crisis intervention and recovery support
Foster care placement	Educational stability, transportation coordination and communication with caregivers and caseworkers
Language barriers	Interpretation, translation and assistance navigating school resources
Food or basic-needs insecurity	Food assistance, clothing, hygiene supplies and resource referrals
School safety and security needs	The I Love U Guys Foundation Standard Response Protocol (SRP), ALICE training, internet monitoring systems to help identify concerns, school security and behavioral threat assessments, emergency drills, reunification planning, and public safety coordination



Eagle Point staff conduct Stop-the-Bleed training.

Eagle Point School District

Eagle Point SD recently conducted Stop-the-Bleed training for their staff so they are prepared to provide aid in any emergency. Having a plan for responding to medical emergencies and having people who know how to do just that are two sides of the same coin. EPSD knows that it takes more than having a plan for medical emergencies, that plan requires trained staff who can help save lives when it matters most. Stop the Bleed training provides the knowledge and the practice on treating traumatic bleeding injuries—a practice that could provide extra time to get an injured person to a hospital for advanced care. EPSD was able to get 12 staff trained as instructors so they can train others in the district on these life-saving practices. ODE would like to recognize Chris Valavala, Student Support Manager for EPSD, for his role in coordinating this training and other outstanding efforts to improve his district's preparedness. Chris and EPSD have improved local partnerships with food banks and have set up a reunification trailer for school and community support, among other efforts.

The School Safety and Emergency Management program and staff can help your district with these same activities and resources. Contact us today for assistance.



Our Collective Impact

Three outcome measures, plus community engagement and preparedness

90%

Attendance

Up from 89%

25 / 25

Graduation

Supported seniors graduated

9

Probation

Successful completions

93

Volunteering

Student community volunteers

12

Training capacity

Stop the Bleed trainers

62

Overdose response

Naloxone-trained staff

Preparedness: overdose response kits in every building; emergency bags for all disciplinarians.

BEHIND EVERY NUMBER IS A STUDENT

Two journeys. Different challenges. Lasting opportunities.

1

Housing to Higher Education

EDUCATIONAL STABILITY

THE CHALLENGE

A student experienced severe housing instability after a family emergency and lived apart from their family.

OUR SUPPORT

Student Support Programs helped address barriers to staying engaged in school and completing high school.

THE OUTCOME

Graduated high school and now attends a four-year university.

2

Reengagement to Graduation

YOUTH INTERVENTION

THE CHALLENGE

A senior faced significant personal adversity and an extended absence that placed graduation at risk.

OUR SUPPORT

Coordinated intervention and school reengagement supported progress toward graduation and accountability.

THE OUTCOME

Walked at graduation and successfully completed probation.

The difference is not just the service provided - it is what becomes possible afterward.

LOOKING AHEAD

Emerging Needs & What Is Working

NEEDS WE ARE SEEING

Attendance & Engagement

Chronic absenteeism remains near 32%; transportation and family circumstances continue to affect attendance.

Housing & Mobility

Housing instability and out-of-district moves complicate enrollment continuity and transportation.

Academic Support

Tutoring demand, waitlists, credit recovery and staffing capacity affect how quickly support can reach students.

Student Wellness & Safety

Ongoing need for behavioral intervention, crisis readiness, safety coordination and prevention.

FOUNDATIONS TO BUILD ON

Attendance Progress

District attendance rose from 89% to 90% across the 2025–26 school year.

Graduation Support

All 25 at-risk seniors receiving targeted tutoring support graduated.

Positive Engagement

93 students volunteered at community events; nine students successfully completed probation.

Safety Capacity

12 Stop the Bleed trainers; 62 staff trained in Naloxone administration and kits at all buildings.

OUR 2026–27 PRIORITIES

Identify earlier. Keep students connected. Strengthen preparedness.

1 Earlier Identification

Strengthen attendance monitoring, family outreach, early referrals, consistent follow-up and coordinated interventions.

2 Educational Stability

Begin graduation support earlier, improve tutoring coordination, and protect educational continuity for students in transition.

3 Safety, Wellness & Readiness

Continue prevention, behavioral threat assessment, suicide prevention, emergency training and reunification planning.

4 Partnerships & Measurement

Strengthen resource connections, youth opportunities, staff capacity and consistent tracking of student outcomes.

Our goal: Every student safe, connected, engaged and supported toward success.

We may not be able to change every circumstance our students, families, and staff face, but together, we can change what becomes possible for them.

Behind every number we've shared today is a student, a family, and a dedicated staff member whose efforts and future matter.

Our work is about more than providing services. It's about removing barriers, strengthening relationships, creating opportunities, and ensuring that life's challenges do not define anyone's potential.

That is our purpose. That is our commitment. And that is our why.



5.C. Employee's Association Representative Report

5.D. Superintendent Report

Jim Helmen-Superintendent
Board Report
October, 2026
“ALL ABOUT WE AT EPSD”

District Culture and Leadership

During October, we worked with administrators to strengthen the leadership practices and school systems that support our goal of becoming a destination district, a district where families choose to enroll, remain, and return. This work connected our strategic priorities to the daily experiences that matter to families: strong instruction, safe and welcoming schools, responsive communication, and dependable student support.

I want to recognize Jen Durham, Valerie Shehorn, Heather Marrs, and Vic Lease for supporting fellow administrators through this process. Their collaboration helped establish shared expectations while giving principals ownership in developing systems that address their schools' needs.

All administrators and the district office completed the Four Culture Pillars work around Respect, Trust, Collective Accountability, and Customer Service. This work translated shared values into observable commitments for daily interactions, leadership decisions, and follow-through with staff and families. These commitments will guide professional practice throughout the school year and support the consistent, responsive service that builds confidence in our schools.

We developed the Systems in Action framework and principal examples around five district priorities: Attendance and Belonging, Student Behavior, Family Engagement, Customer Service, and Instructional Improvement. The framework established expectations for measurable SMART goals, consistent adult routines, assigned responsibilities, evidence of implementation, and scheduled progress checks. These

expectations give schools a clear way to identify concerns, respond to student and family needs, and determine whether their actions are making a difference.

We also created a 90-day Problem of Practice process and a cross-school administrator professional learning community structure. These provide administrators with a process for examining challenges, testing improvements, reviewing evidence with colleagues, and adjusting their practices. Developing systems together strengthens shared ownership and helps leaders sustain the practices they are responsible for implementing.

We are aligning these systems now because retaining students and bringing families back require a school experience that earns their confidence every day. Strong attendance and belonging practices help students stay connected; consistent behavior supports safe learning environments; effective instruction meets academic needs; and family engagement and customer service help families feel heard and supported. Our next step is to examine implementation and results so we can show how this foundational work is improving school experiences and giving families more reasons to choose Eagle Point.

Family Engagement and School Community Connections

During October, we focused on giving families meaningful ways to participate in their children's education and build stronger relationships with our schools. Our schools promoted opportunities that connected families with student learning, parent education, and school activities.

October offerings included Hillside Elementary's PTO meeting, Eagle Point High School's FFA Ag 101 Parent Night, Table Rock Elementary's Fall Family STEAM Night, and the district's Ninja Parenting, Technology Tactics course. These opportunities supported parent involvement in school programs and provided practical ways for families to support their children.

Schools also shared October family newsletters, encouraged ParentSquare participation, and invited families to volunteer, contribute through PTOs, and participate in student celebrations. This work strengthened the ways we communicate school information and invite families into school life.

Additional opportunities scheduled for later this month include EPHS's FAFSA Family Night, Eagle Rock Elementary's PTO Fall Festival and parent-welcome walkathon, and the Haunted Hustle community run supporting EPHS Cross Country. These events extend family engagement into college planning, school partnerships, and community connections.

Our October progress reflects a broader effort to make family engagement a consistent part of how our schools operate. As we continue this work, we will review participation and family feedback to understand whom we are reaching, identify barriers, and improve future opportunities.

Fiscal Stewardship and Operational Support

During October, we worked with Business Services and school leaders to align our financial and operational procedures across the district. This work is especially important now as declining enrollment and uncertainty in future funding place pressure on our budget. We need accurate financial information, clear spending commitments, and consistent purchasing practices to identify potential shortfalls early and make informed decisions that support our ability to maintain staffing and student programs.

We clarified expectations for requisition documentation, funding sources, purchasing approvals, purchasing-card practices, and account reconciliation. We also developed supporting-documentation examples to help schools submit complete requests and reduce avoidable delays. Recognizing that purchasing delays affect classrooms and staff, we prepared communication explaining the improvements underway and outlining how principals can work directly with Business Services when essential classroom purchases require immediate attention.

We also developed guidance for student activity and fundraising funds, including account classification, fundraiser documentation, purchasing approvals, collections, deposits, and reconciliation. Consistent procedures help staff understand which funds are available, how those funds may be used, and what documentation is needed. This supports reliable account balances and responsible use of money raised for students.

Alongside these improvements, we began connecting school and district enrollment information, student-retention efforts, staffing commitments, and funding projections to preparations for the next budget cycle. Aligning these systems now gives us a stronger foundation for budget planning before decisions become urgent and helps us direct available resources toward student needs.

Operational reviews also addressed volunteer background checks, authority to enter into agreements, field-trip forms, media access, and student privacy procedures. Across these areas, our focus was to clarify responsibilities and make school practices more consistent. The purpose of this work is to provide dependable support to schools, protect district resources, and help staff meet student needs with clear expectations and timely assistance.

Division 22 Compliance

During October, the district completed its review of the Oregon Division 22 Standards for Public Elementary and Secondary Schools applicable to the 2025–26 school year. Based on this review, Eagle Point School District was in compliance with all applicable standards. No areas of noncompliance were identified, and no corrective action plans were required.

This annual review provides accountability to the Board and our community by examining whether district programs, services, and practices meet Oregon's required educational standards. It also supports our ongoing work to maintain consistent systems across schools and identify areas needing attention. The district will post its Community Report on Compliance with Public School Standards and submit its annual assurances to the Oregon Department of Education within the required timelines.

5.D.1. Superintendent Priority #1 Progress Report

Priority 1 Progress Report

Eagle Point School District 9 - Jim Helmen, Superintendent

Reporting period: September 1–October 21, 2026

Building a destination district in Southern Oregon

Our goal is for Eagle Point to become a district where families choose to enroll and remain, students receive a strong education, and staff choose to work. This Priority 1 report explains the work completed and underway during September and October, organized under the Superintendent and Board's four shared goals. August planning is included as background to this reporting period.

Why this work is necessary

We are losing enrollment at a reported rate of approximately one student per day. Current withdrawal information indicates that students are primarily leaving for online programs. We are reviewing withdrawals and student needs while developing systems to retain students, bring students back, and support staff. Declining enrollment puts pressure on revenue and may create a financial shortfall if spending commitments exceed available funding. The size and timing of that risk must be established through enrollment reconciliation and financial forecasts.

Attendance, behavior, instruction, family engagement, customer service, and program options affect the daily experience of students and families. Our work is to make these systems consistent, identify problems earlier, assign responsibility, and check whether the response works. The communications plan developed this year will help families understand district options and what EPSD offers students. Consistent financial controls are necessary to ensure available funds are approved and spent for their intended purpose.

Progress during this reporting period included completed WE culture commitments, individual leadership meetings, school and classroom visits, readiness for the October 20 school systems review, and continued work on instruction, engagement, safety, communication, and financial procedures. Completed activities, procedures being developed, and next steps are identified below. The October 20 review and Quarter 2 results are still ahead.

Alignment to shared goal 1

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

Leadership framework and August preparation. The beginning-of-year DLT retreat established a shared focus on district priorities, leadership expectations, and the adult practices needed to improve student outcomes. This August preparation provided the framework for September–October implementation. The framework clarified districtwide expectations, principal discretion, and when to seek district support. It established the expectations Students First; Relationships Before Programs; One District, One Team; High Accountability with High Relationships; Communicate Early; and Own Results.

Four Pillars completed. All administrators and the district office completed the Four Culture Pillars work around Respect, Trust, Collective Accountability, and Customer Service. This work translated shared values into observable commitments for leaders to reinforce through daily interactions, staff meetings, recognition, and coaching.

School systems ready for review. Progress checks completed during this reporting period indicated that all administrators were ready to present their schoolwide systems at the October 20 DLT meeting. The Systems in Action framework connected Attendance and Belonging, Student Behavior, Family Engagement, Customer Service, and Instructional Improvement to measurable goals, adult routines, assigned ownership, evidence, and follow-up.

Leadership improvement tools developed. A 90-day Problem of Practice process and cross-school administrator PLC structure were developed. Administrator feedback informed the DLT learning plan. Clarified director responsibilities and a Cabinet review tool provided a structure for recording decisions, assigning responsibility, and following up across schools and departments.

Principal meetings and individual support completed. I established a yearlong meeting schedule with principals focused on district priorities and leadership development. Since the start of the school year, I met individually with every principal and director one to two times. These meetings provided time to review expectations, discuss school or department needs, and identify district support.

School and classroom visits completed. I accomplished my goal of visiting every school and classroom by October. These visits provided direct information about school conditions, classroom practices, and needs identified by staff.

Employee culture and organizational health. A staff culture baseline survey has been drafted to examine shared purpose, expectations, collaboration, consistency, learning, and belonging and will be sent out in Early November. HR-related work also focused on clear hiring, evaluation, and workplace procedures. Employee engagement and retention results remain an upcoming evidence checkpoint.

Next steps and evidence

Review school evidence on October 20 to identify progress, inconsistent implementation of priority systems, and needed supports for administrators. Confirm each administrator's 90-day baseline and aim and organize the three PLC checkpoints. Continue the yearlong principal meetings, individual support, quarterly reviews, and visits toward the twice-per-school goal. Establish the employee culture baseline with HR and document staffing trends and follow-up on concerns.

Alignment to shared goal 2

Accelerate Student Achievement Through Instructional Excellence

The instructional focus was to connect district performance expectations, the EPSD strategic plan, and SB 141 targets with the routines principals and staff teams use to improve learning outcomes on state and local assessments. This included protecting instructional and collaboration time, using student evidence, and identifying clear actions when students need additional intervention.

Instructional leadership expectations. Administrator training and implementation guidance established expectations for classroom presence, walkthroughs, coaching and feedback, PLC participation, and review of assessment, attendance, behavior, grades, and intervention information. The school systems framework required principals to show the adult practices they are monitoring and the evidence they will use to judge progress.

Achievement targets established. As background, Valerie Cordle-Shehorn and I met with SOESD representatives on August 5 about district performance growth targets. EPSD submitted its proposed targets, and ODE approved them. The approved targets established improvement expectations for graduation, ninth-grade on-track status, eighth-grade mathematics, fifth-grade science, third-grade reading, and attendance. Board materials explained starting points, multiyear targets, and how they relate to instruction, school improvement, and resource decisions.

PLC and assessment work underway. School and department updates documented the beginning of Year 3 of district PLC work, including protected collaboration time, team norms, unit planning, and review of student-learning evidence. Fall benchmark windows were established across grade levels. Schools worked on reviewing diagnostic assessment results, identifying instructional priorities, and planning MTSS intervention responses. That work will continue as assessment findings are reviewed.

School improvement tools developed. The Systems in Action framework connected the five district priorities to principal systems and goals. It outlined how schools would identify a baseline, set a measurable goal, assign an owner, establish a repeatable routine, and review implementation and impact. Administrators may select Instructional Strategies and Improvement as their 90-day Problem of Practice (POP).

These tools gave principals and their teams a way to turn district priorities into daily practice. The tools called for each school to identify its starting point, needed improvement, responsible staff, and progress checks. District leaders can use that information to address inconsistent practices and direct support and resources where needed.

The 90-day POP process established a defined period for administrators to test a leadership change and determine whether staff practice and student learning improve. More consistent school experiences support student retention, family confidence, and the destination district goal.

Online options under development. I worked with URCEO on developing additional K–5 and secondary online options within a broader K–12 pathway. We spoke with Evergreen, which serves K–12, and Learn at Home Oregon about elementary and middle-grade options. Planning addressed the need to confirm grade coverage, services, costs, and availability. The purpose was to meet current family needs and provide options that may help retain students and support their return.

Online enrollment requirements. Two programs alone do not authorize a blanket end to outside online enrollment. Under ODE guidance, denials of out-of-district virtual public charter enrollment depend on the enrollment threshold, policy, notice, exceptions, and appeal requirements. Two or more public, tuition-free online options must be available to the individual student. [1]

Program reviews assigned. Division 22 review assignments covered instructional requirements and evidence, including TAG, assessment, alternative education, and instructional time. The assigned reviews were intended to identify missing evidence and needed program improvements. Completion of the review and corrections remains follow-up work.

[1] ODE, Virtual Public Charter School Enrollment School District Guidance, updated November 2025, pp. 3–6.
ODE guidance

Alignment to shared goal 3

Inspire and Deepen Student Engagement

Our engagement work connected attendance, belonging, behavior, family partnership, and learning opportunities. The emphasis was on consistent adult responses, early support, and follow-through with students and families.

School attendance systems prepared for review. District guidance established a process for identifying attendance concerns, connecting with students and families, determining barriers, assigning support, and checking results. School tools specified an action, assigned adult, and follow-up date. Progress checks indicated that all administrators were ready to present their systems on October 20; that review will examine implementation evidence and remaining needs.

Student Services support underway. Student Services worked on coordinating the Early Leaver process with district attendance priorities, establishing reporting dates, reviewing weekly 10-day absence reports, and providing schools with timely, consistent guidance. This work remains ongoing. This work was intended to identify students sooner, strengthen family follow-up, and provide accurate information for enrollment and staffing decisions. Amy Martin and Chris Valavala led this work, and I appreciate their direct support to schools.

Statewide attendance participation. EPSD began participating in statewide attendance cohort, providing an opportunity to contribute to decisions affecting attendance practices statewide and bringing back best practices to EPSD. Amy will bring back practical strategies and lessons from other Oregon districts to support consistent school data, earlier identification of student needs, and student and family support. This supports the Board's goals for achievement, engagement, belonging, and districtwide systems.

Behavior expectations and principal support. Leadership training emphasized explicitly teaching expectations (PBIS and Love and Logic), applying the District Behavior Matrix consistently, reviewing patterns, and using re-entry and repair practices. We also developed practical guidance for school administrators, clarifying how principals and non-administrator disciplinarians can coordinate first response, supervision, staff communication, and follow-through.

Family engagement and customer service. School implementation tools established a 48-hour response expectation, ownership of the next step, and follow-up to close the loop. They also called for schools to use family feedback, address participation barriers, and collect evidence of proactive communication. School updates described communication through ParentSquare, newsletters, open-house planning, PTO connections, and family learning activities.

Student retention work underway. During this reporting period, we worked on reviewing why students left, reconciling withdrawals and destinations, identifying families who might return, and making reentry personal and practical. This work will continue in Quarter 2. URCEO online-program planning and the yearlong communications plan are intended to help families understand available programs, activities, and career pathways. A plan to contact all families who have left the district will be developed during Quarter 2.

Programs and staff support. District engagement work included athletics, activities, FFA, CTE, and hands-on learning. September department updates announced the Southern Oregon Head Start partnership to bring a program to Table Rock Elementary. I worked with the high school principal on leadership skills for supporting staff, specifically in CTE and FFA. This work addressed communication, problem-solving, financial ownership, required approvals, and accountability.

Assessment follow-up. Fall benchmark scheduling and PLC expectations provide a foundation for identifying learning needs. The interim assessment plan remains to be finalized, including how results will lead to instructional responses and student support.

Next steps and evidence

Review October 20 attendance, behavior, family engagement, and customer-service evidence. Establish baselines and dashboards; track student-group patterns and support results. Inventory career-connected and cross-age opportunities, identify gaps, and report progress toward two additional high-value opportunities and one sustainable cross-age experience.

Alignment to shared goal 4

Optimize Operations, Fiscal Health, and Community Trust

A major focus has been strengthening the systems that help EPSD make financially responsible decisions while providing responsive service to staff. Stronger documentation, clearer systems and authority, and reliable follow-through support our ability to protect staffing and programs as enrollment and state funding projections create pressure.

Requisition guidance and support developed. Work with Business Services addressed missing supporting documentation, unclear funding sources, approval questions, purchasing cards, cash handling, and reconciliation. Examples and guidance were developed to show schools what a complete requisition should include: the purchase and its purpose, vendor documentation, funding source, required approvals, and fundraiser documentation when applicable.

Purchasing procedures being formalized. We worked on clarifying how requisitions should be submitted and how missing information should be resolved before purchases proceed. Related work addressed purchase documentation, reimbursement timing, the fiscal year in which expenses belong, and tracking spending commitments. The purpose was to verify the appropriate account and available funding before the district commits funds. Consistent implementation and shorter approval times still need to be demonstrated along with maintaining healthy staff support through a difficult process.

Staff communication prepared. We prepared a staff message that explained purchasing delays, acknowledged the impact on classrooms, described improvements underway, and thanked staff for their patience. We developed an option that if an urgent classroom purchase is held up, the principal can contact Gwen in Business Services for help and she can support in purchase while correct documentation is in process. This provides a support pathway while documentation and approval procedures are being improved.

Student body guidance developed. Guidance developed for elementary schools and athletics-related questions addressed account classification, fundraiser forms, purchasing approvals, collections, deposits, and reconciliation of income and expenses. The source and intended use of funds must be documented and confirmed with Business Services. A separate fundraiser account label does not by itself establish what the funds may be used for and provide inequitable practices which ultimately negatively impact students.

Student body account verification system development remains underway. Account review must verify income, deposits, expenditures, outstanding commitments, and available balances, with written follow-up on discrepancies. These records show what money is available, its intended purpose, and who may approve spending. Student activity balances must be reviewed for their authorized uses rather than treated as unrestricted funds for a general operating shortfall. Through audit review this is an area of improvement and we have worked hard to develop a functional system to support this while working to limit impact on students.

Enrollment and financial planning underway. We reviewed enrollment by school and districtwide alongside staffing, programs, state funding projections, contractor costs, and staff-development allocations. Work during this period also addressed reimbursement timing and fiscal-year treatment. Enrollment review and financial planning remain ongoing. Accurate spending and account records help identify commitments and remaining resources as we prepare budget options before planning begins in January. Better controls cannot replace lost enrollment revenue, but they provide the information needed to respond to a possible shortfall and limit avoidable costs. Verified savings and forecast results will be reported when available.

Financial follow-up

Verify requisition documentation and approval practices, complete student body system and reconciliation and written follow-up, and document unresolved issues. Use reconciled enrollment and financial forecasts to identify any projected shortfall and needed corrective action. Report verified purchasing improvements, savings, and avoided costs.

Alignment to shared goal 4 continued

Safety, facilities, and community communication

Safety procedures and pickup review. August DLT training covered reporting responsibilities, cybersecurity, transportation checks, building security, access control, and incident procedures. During September, school reports documented safety routines and drills, and electronic student and staff injury reporting was implemented. I worked toward visiting every school during pickup to evaluate routines and safety; visits to all schools remain to be completed. Other work addressed district volunteer background checks, agreement authority, field-trip forms, media access, and student privacy.

Community presence and communication. During this reporting period, I met with a number of business owners and Eagle Point graduates and attended multiple athletic events and districtwide activities. I made visibility and availability in the community a priority. Listening conversations also included staff, families, students, and other community members. Themes included community pride, academic expectations, welcoming schools, communication, and follow-through. I worked with the communications department to develop a yearlong plan highlighting district programs and the options available to families. Implementation of that plan continues into Quarter 2.

Facilities and compliance review. Facilities planning included consideration of a wrestling-room proposal, with contracts and work awaiting further review. A Division 22 tracking workbook was developed to assign reviewers, organize evidence, identify gaps, and document corrective action, including review of safety and emergency-planning requirements.

Next steps and evidence

Continue pickup safety visits. Confirm current school emergency plans and complete the two district preparedness reviews. Prioritize facility needs with projected costs and funding options. Schedule formal community listening opportunities and record significant feedback, the responsible district leader, and follow-up status. Carry out the yearlong communications plan.

Next steps and evidence for Quarter 2 reporting

During Quarter 2, I will focus on using fall assessment results and school implementation evidence to identify where students need additional support and where district systems need improvement. This work supports the Board's goals for student achievement, engagement, responsible financial management, and becoming a destination district in Southern Oregon.

Attendance, behavior, and family engagement. We will review school evidence presented at the October 20 DLT meeting in attendance, behavior, family engagement, and customer service. We will establish baselines and regular dashboard reporting, review patterns across student groups, and check whether assigned supports are working. Findings will guide school adjustments and district support.

Student achievement and instructional support. We will complete the review of fall norm-referenced assessment results and assign an action, responsible person, and follow-up date for significant findings. We will review evidence of PLC effectiveness, district walkthroughs, the instructional coaching model, and K–5 literacy and mathematics support. We will also finalize the interim assessment plan for grades 3–8 and 11, specifying what each assessment measures, when it is administered, and how staff will use the results. Winter and spring reviews will help determine whether instructional changes are improving student learning.

Program options and student retention. We will continue online-program planning and develop a plan to contact all families who have left the district. The purpose is to understand their reasons for leaving, identify options that could support their return, and use their feedback to improve instruction, communication, student support, and school procedures. We will also inventory career-connected and cross-age learning opportunities, identify gaps, and document progress toward two additional high-value opportunities and one sustainable cross-age experience. These efforts support student engagement and give families more reasons to choose and remain in EPSD.

Financial systems and budget preparation. We are formalizing Business Services procedures to make general fund purchasing approvals and student body accounting more consistent and efficient. The focus is clear documentation, appropriate approvals, accurate account balances, and reliable tracking of spending commitments. We are also reviewing enrollment at each school and districtwide to develop budget options before planning begins in January. With declining enrollment, accurate financial and student information is necessary to identify potential shortfalls early and make informed decisions about staffing and programs.

Quarter 2 reporting will identify completed work, remaining gaps, assigned follow-up, and the evidence available to assess progress.

**5.D.2. Annual Report to the Community of District Compliance with
Division 22 Standards for the Public Elementary and Secondary Schools
and Division 22 Standards 2025-26 Assurance Form.**

Eagle Point School District

Report on Compliance with Public School Standards

2025-26 School Year

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

The table below contains a summary of Eagle Point School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2025-26 school year. For each rule reported as out of compliance, Eagle Point School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2027-28 school year.

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

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule. Board Policy IKD - Graduation Requirements OnTrack monitoring w/Eagle Center and Grad Coaches. Personal Finance implemented; Eagle Point School District 9 diploma higher requirement that state diploma - requires essential standards	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule. Board Policy IKD - Graduation Requirements, Diploma Types Modified Diploma Agreement Form EPSD9 Special Education	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.Board Policy IKD - Graduation Requirements, Diploma Types EPSD9 Special Education	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.Board Policy IKD - Graduation Requirements, Certificate of Attendance	Not applicable
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.Instructional program K-12; w/parent communication and opt out information: EPSD9 GBS Health Curriculum Expectations 2026 EPHS Human Life Span Parent Notice - (English/Spanish)	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule. Career Technical Website w/ Title IX and Section 504 contacts; Elementary Field trip and site programs (i.e., Farming, FFA)	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule. Elementary Master Schedules (PE specials classes, mileage club) PE requirement evaluation completed with administrators and verified compliance	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule. Grades 6-8 Master schedule Review, PE minutes evaluation, WWMS & EPMS Administrator evaluation input	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule. The district has a licensed K-8 media coordinator who works with district administrators to create media goals and supports a	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>classified staff member in each of our K-8 schools.</p> <p>The district has a licensed High School media specialist who oversees the media program at EPHS.</p>	
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>There were no independent adoptions conducted during the 2025-26 school year.</p>	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	<p>The district has met all of the requirements for this rule.IIA-Instructional Resources/Instructional Materials Policy. There were no Instructional Materials adoptions conducted during the 2025-26 school year.</p>	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	<p>The district has met all of the requirements for this rule.HS Health adoption postponed beyond fall 2025 implementation for longer review period of additional resources. Selection made and in HS classrooms spring of 2026.</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Back on track - No other postponements	
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.25-26 (10) Dyslexia Trained Staff meeting minimum requirement and exceeding the state expectation.	Not applicable
581-022-2500 Programs and Services for TAG Students- Sections (1) and (2) TAG Plan Requirements	In compliance	The district has met all of the requirements for this rule.The district has submitted to ODE a written plan of instruction for TAG that follows current guidance provided by ODE. This plan is also located on the district website.2023-2026 EPSD9 TAG PlanEPSD9 Talented and Gifted Website PageEPSD9 Board Policy IGBBEPD9 Board Policy IGBBD	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2500 Programs and Services for TAG Students – Sections (3) and (4): Instruction Requirements	In compliance	The district has met all of the requirements for this rule. EPD9 PEP Development Process EPD9 Master PEP Plan EPD9 Master FLEX Plan	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule. The District contracts with one ESD alternative program and hosts one in-district alternative program. The District evaluates all programs annually per the OAR. URCEO School Website Board Policy IGBHA - Alternative Education Board Policy IGBHC - Alternative Education Notification	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	<u>In compliance</u>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>The District provides a range of credit recovery options, including our in-District credit Recovery and credit advancement program at EPHS, our in-District alternative Education option URECO, and our contracts with Crater lake Online Academy. Additionally, we have designed our in-district options around a proficiency-based credit system.</p> <p>IKF - Graduation Requirements** Secondary Grading Policy (on website) Board Policy IKH** - Credit for Proficiency</p> <p>Summer Credit Recovery Program. Freshman On Track monitoring w/Grad Coach Credit Recovery online course work aligned with standards missed URCEO School Option/GED</p>	
581-022-2030 District Curriculum	<p>In compliance</p>	<p>The district has met all of the requirements for this rule. The district's planned instructional program is aligned with state standards beginning in</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		kindergarten and extending through grade 12. The district has developed a scope and sequence of standards and curriculum units for instructional alignment across schools. Need to link curriculum Mapping	
581-022-2060 Comprehensive School Counseling	<u>In compliance</u>	The district has met all of the requirements for this rule. IJ- Comprehensive School Counseling Program The District contracts Therapy Services for K-12 support contracted through Rogue Community Health (RCH) . District counselor at EPHS. Academic Advisors and grad coaches at the EPHS. Student Support programs are available K-12. EPSD9 Comprehensive Guidance & Counseling Program Overview	Not applicable
581-022-2100 Administration of State Assessments	<u>In compliance</u>	The district has met all of the requirements for this rule. EPSD administered all required state assessments during the 2025-26 school year.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		State Assessment Information 25-26 State Assessment Training December 8, 2025 Training Agenda 25-26 District Assessment Calendar	
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	<p>The district has met all of the requirements for this rule.</p> State Assessment Information D9 Website - opt out EPSD9 Sped 101 for Special Education Teachers EPSD9 Sped 101 for School Administrators	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	Not applicable	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	<u>In compliance</u>	The district has met all of the requirements for this rule. Required fulfilled by Integrated Grant process as well as 2024-2027 Strategic Plan. EPSD Strategic Plan	Not applicable
581-022-2260 Records and Reports	<u>In compliance</u>	The district has met all of the requirements for this rule. Education Records/Records of Students with Disabilities**	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule. Every facility in EPSD (except LCLC) has 1 -2 gyms available to allocated for physical education space (except LCLC).	Not applicable
581-022-2300 Standardization	<u>In compliance</u>	The district has met all of the requirements for this rule. EPSD Board Policies: Compliance and Reporting Standards JB Equal educational Opportunity	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		rule.Compliance is documented in Board Book, In October 2025	
581-022-2315 Special Education for Children with Disabilities	<u>In compliance</u>	The district has met all of the requirements for this rule.Board Policy IGBA Students with Disabilities Child Identification Procedures Board Policy IGBA-AR Special education services and related accommodations are systematically developed, implemented, and monitored through individualized education programs (IEPs), ensuring equitable access to state standards and general education curricula within the least restrictive environment.	Not applicable
581-022-2320 Required Instructional Time	<u>In compliance</u>	The district has met all of the requirements for this rule.Instructional time and review for EPSD was reviewed and accepted by ODE in August 2025. Preserving Student Instructional Time, was adopted in April 2026, after the reporting period.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2323 Preserving Student Instructional Time	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Instructional time and review for EPSD was reviewed and accepted by ODE in August 2025. Preserving Student Instructional Time, was adopted in April 2026, after the reporting period.</p>	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	<u>In compliance</u>	<p>The district has met all of the requirements for this rule.</p> <p>EPSD9 TAG Identification Process EPSD9 TAG Identification Board Policy EPSD9 Talented and Gifted Identification Website</p>	Not applicable
581-022-2335 Daily Class Size	<u>In compliance</u>	<p>The district has met all of the requirements for this rule.</p> <p>This information is monitored Daily through lever reporting and weekly through a shared spreadsheet. There is also a class size review by District Cabinet comprised of members.</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2400 Personnel	<u>In compliance</u>	The district has met all of the requirements for this rule. Staff assignment report, Staff position report, TSPC Application Status Internal report, VOE and LOI noting any additional licensing requirements. EPSD maintains a list of licensed employees with the expiration dates of their licenses.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	<u>In compliance</u>	The district has met all of the requirements for this rule. Notification of Risk Letter iReady Guidance Dyslexia Requirements Dyslexia Screener Checklist	Not applicable

Category: Engaged Partners and Communitiesv

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	<u>In compliance</u>	The district has met all of the requirements for this rule. <u>Graduation Requirements IKF**</u>	Not applicable

581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule. Copies of district and state report cards are posted to the district website and can be found here	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	<u>In compliance</u>	The district has met all of the requirements for this rule. Standards based grading system Assessment scores available in Dashboard for teachers year over year State/interim assessment results shared with families Report cards submitted and available to families 4 times/year ParentVue - live grades available to families prior to report cards Academic Achievement IK**	Not applicable
581-022-2307 Educational Equity Advisory Committees	In compliance	The district has met all of the requirements for this rule. EPSD maintains an Superintendent Advisory Committee that meets all requirements of the EEAC	Not applicable
581-022-2330 Rights of Parents of TAG Students	<u>In compliance</u>	The district has met all of the requirements for this rule. EPSD9 Board Policy IGBBD	Not applicable

		Parent permission to participate letter TAG Parent Rights TAG Brochure for Parents TAG Qualifying Parent Letter	
581-022-2370 Complaint Procedures	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Policy KL KL-AR Public Complaint CBA Article 25 Complaints, Article 26 Grievance Procedure See Page for links: AC – Nondiscrimination AC-AR – Discrimination Complaint Procedure</p> <p>JB – Equal Educational Opportunity GBN/JBA – Sexual Harassment JBA/GBN-AR – Sexual Harassment Complaint Procedures JBA/GBN-AR (2) – Sexual Harassment Complaint Procedures GBNA – Hazing/Harassment/Intimidation/... – Staff GBNA-AR - Hazing/Harassment/Intimidation/... - Staff JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating</p>	Not applicable

		Violence, or Domestic Violence – Students JFCF-AR – Hazing/Harassment/Intimidation/... – Student	
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Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule. Policy GBEC GBEC-AR GBEDPre- Employment Drug Testing GBED-ARDrug and Alcohol Testing and Record Query - Transportation Personnel GBEDADrug and Alcohol Testing and Record Query - Transportation Personnel GBEDA-AR JFCG/KGC/GBK Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems JFCG/JFCH/JFCI Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	<u>In compliance</u>	The district has met all of the requirements for this rule. Staff Handbook New Hire Booklet, Vector Training, JHFE/GBNAB JHFF/GBNAA	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule. Following OSAA protocols and training programs, monitored by Athletic Directors.	Not applicable
581-022-2215 Safety of School Sports – Concussions	<u>In compliance</u>	The district has met all of the requirements for this rule. Following OSAA training requirement and tracking this requirement of all coaches and ADs.	Not applicable
581-022-2220 Health Services	<u>In compliance</u>	The district has met all of the requirements for this rule. EPSD has met all and school building written plans for response to medical emergencies are present. EPSD are contracts with Rogue Community Health to provide medical services to k-12 you. RCH/EPSD Health Service Information.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	<u>In compliance</u>	The district has met all of the requirements for this rule. This plan is up to date and on file in Facilities as well as on the website for public viewing. EPSD Health and Safe Schools	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule. Principals, district office staff, building front office secretaries are all trained in EPSD procedure and expectations at least once per year. Administrators table-talk incidents to build their capacity to respond if something happens in their school or program. EPSD maintain Student Services Emergency management staff available for training and planning. EPSD School Response Protocol	Not applicable
581-022-2230 Asbestos Management Plans	<u>In compliance</u>	The district has met all of the requirements for this rule. EPSD plan is current and our staff are current in their training. The plan is housed and managed at	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Facilities. Healthy and Safe Schools Plan	
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule. Annual Restraint and Seclusion Report 2025-2026	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule. This information has been given to all EPSD athletic and activity directors.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule. Non Discrimination Notice. See Page for links: AC – Nondiscrimination AC-AR – Discrimination Complaint Procedure	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule. Policy ACB ACB-AR	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		https://www.eaglepnt.k12.or.us/parents-students/community-eligibility-provision-cep/community-eligibility-provision-cep https://www.eaglepnt.k12.or.us/departments/transportation https://www.eaglepnt.k12.or.us/departments/facilities-and-operations/healthy-and-safe-schools-plan https://www.eaglepnt.k12.or.us/parents-students/district-programs/mckinney-vento-foster-care	
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule. All staff are required to have; Background Check: Help Counter , Fingerprinting /Fieldprint, Drug screen with Asante as pre-hire procedure.	Not applicable
581-022-2510 Suicide Prevention Plan	<u>In compliance</u>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>EPSD has a Suicide Prevention Plan and provides training to all staff twice per year.</p> <p>Additionally, counselors and other trained professionals have a screening protocol and the District administrator reviews all screenings.</p> <p>Student Suicide Prevention**</p>	
581-022-2515 Menstrual Dignity for Students	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>EPSD has addressed instructions on the use of menstrual products and will are in compliance.</p>	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	<p>The district has met all of the requirements for this rule. EPSP maintains updated personnel policies and procedures and trains staff yearly. EPSP Staff Handbook</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2410 Teacher and Administrator Evaluation and Support	<u>In compliance</u>	The district has met all of the requirements for this rule.Certified Evaluation Handbook, Administrator Evaluation Handbook, HRIS	Not applicable
581-022-2415 Core Teaching Standards	<u>In compliance</u>	The district has met all of the requirements for this rule. Danielson Teaching/ Evaluation Framework. Training yearly for staff.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	<u>In compliance</u>	The district has met all of the requirements for this rule.Administrator Evaluation Handbook: standards/ evaluation crosswalk	Not applicable



CraterLake
ACADEMY

October 1, 2026

Board of Directors
Eagle Point School District 9
11 North Royal Ave
Eagle Point, OR 97524

Dear Members of the Board,

Crater Lake Academy has reviewed the Oregon Administrative Rules located in Chapter 581, Division 22. After assessing adherence to the standards therein, CLA has determined that it is in compliance for the 2025-2026 school year.

Should you have further questions, please do not hesitate to contact us.

Sincerely,

Stephanie Pogue
Executive Director

Cc: Mr. James Mannenbach, CLA Board Chair
Mr. Jim Helmen, EPSD9 Superintendent



EAGLE POINT
— SCHOOL DISTRICT 9 —
Every Student - Every Class - Every Day!

MEMORANDUM

To: Eagle Point School District Board of Directors
From: Jim Helmen, Superintendent
Date: October 21, 2026
Subject: 2025–26 Division 22 Standards Compliance Report

In accordance with OAR 581-022-2305, District Assurances of Compliance with Public School Standards, I report that Eagle Point School District has completed its review of the Oregon Administrative Rules, Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools, applicable to the 2025–26 school year.

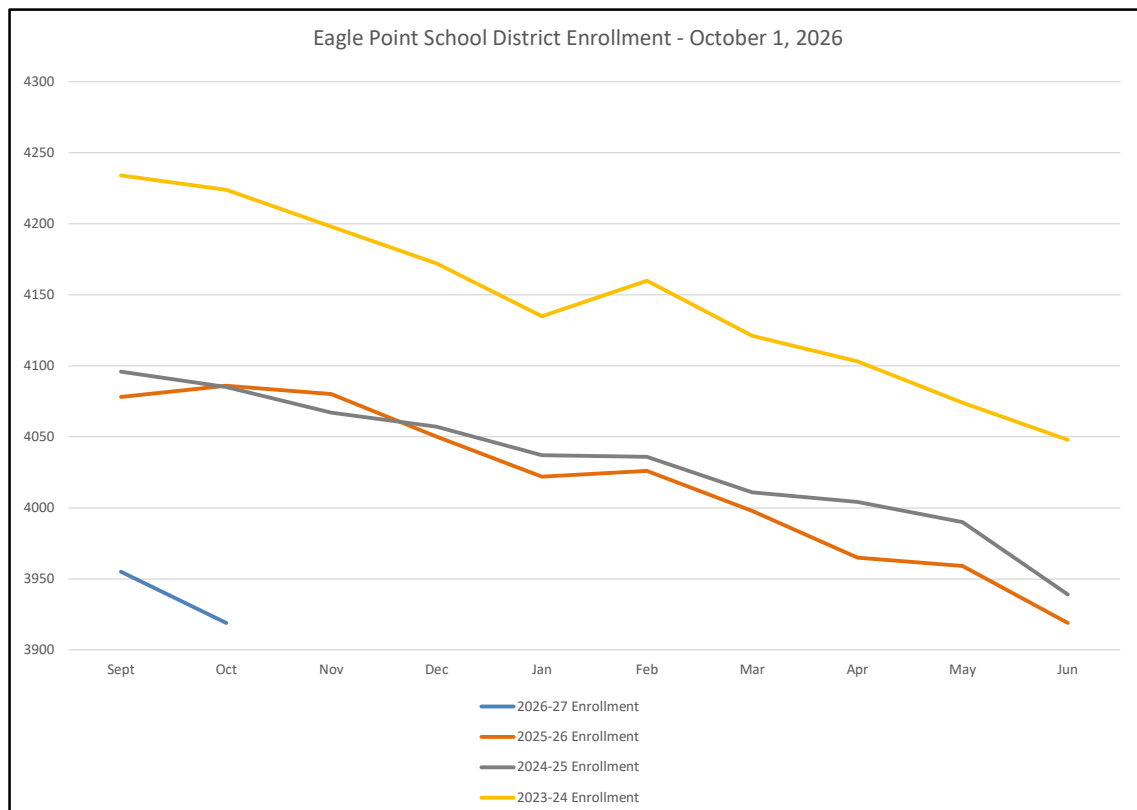
Based on this review, Eagle Point School District was in compliance with all applicable Division 22 standards for the 2025–26 school year. No areas of noncompliance were identified, and no corrective action plans are required.

The district will post its Community Report on Compliance with Public School Standards and submit its annual assurances to the Oregon Department of Education in accordance with required timelines.

Jim Helmen
Superintendent
Eagle Point School District

5.E.District Administrator's Report

5.E.1. Business Office



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

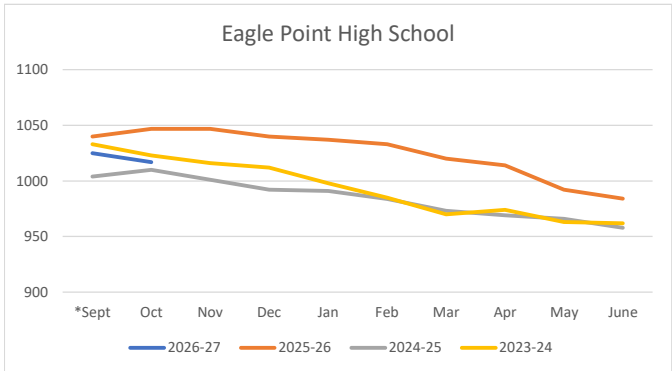
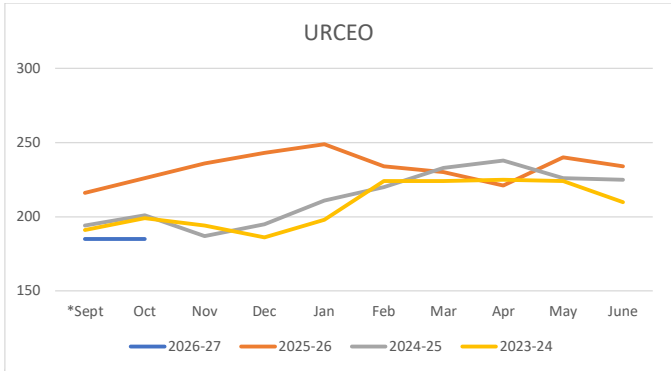
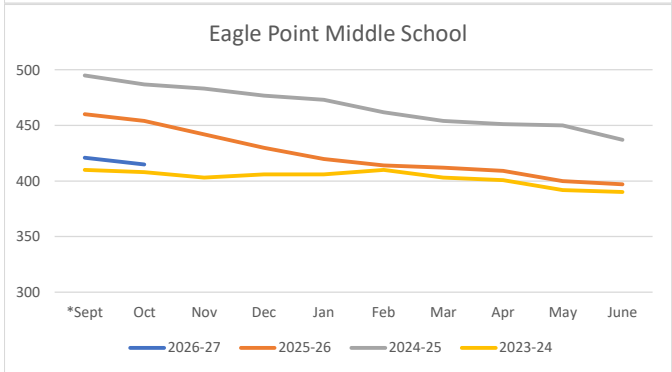
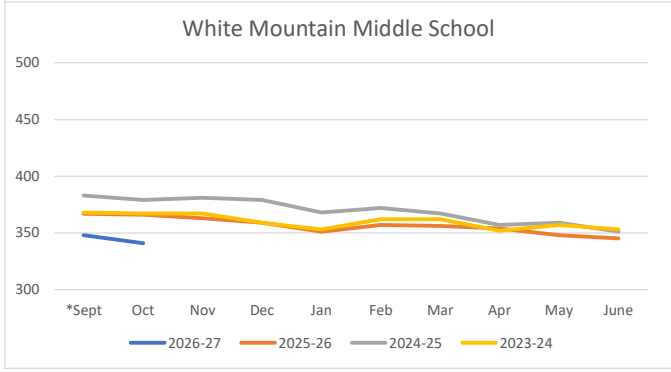
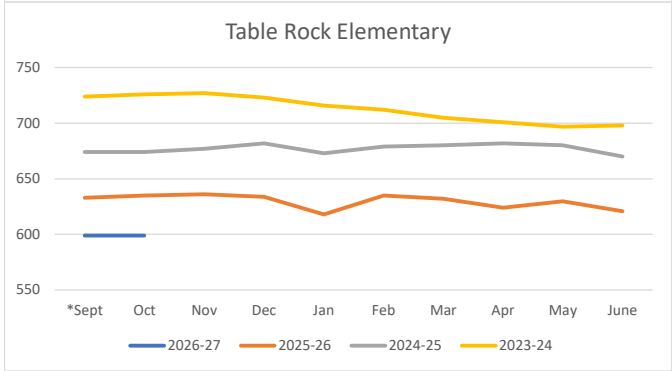
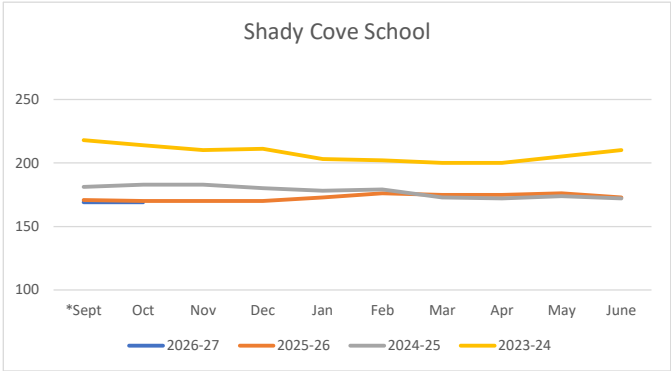
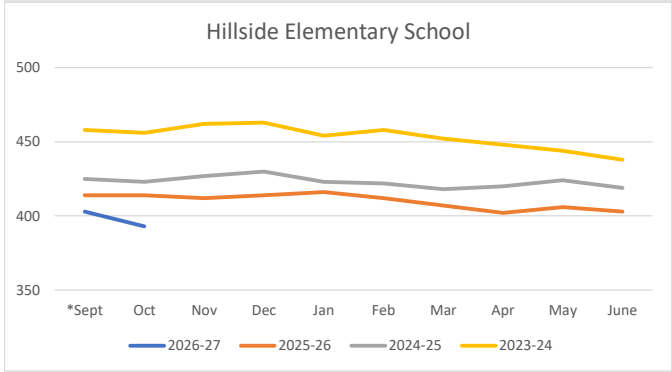
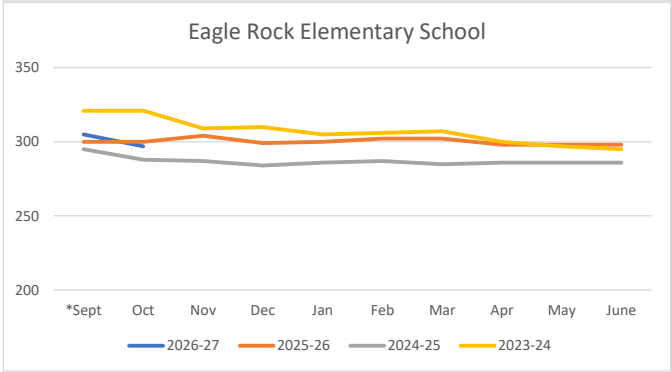
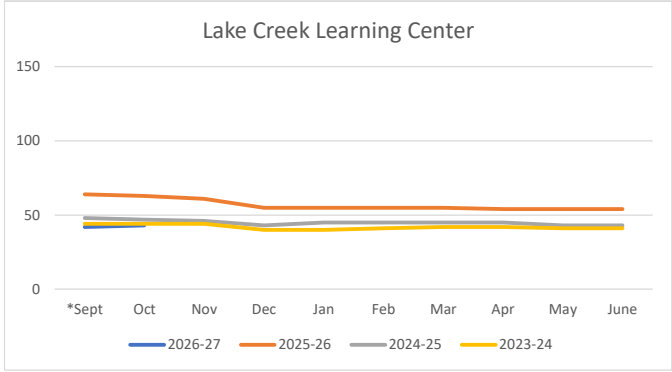
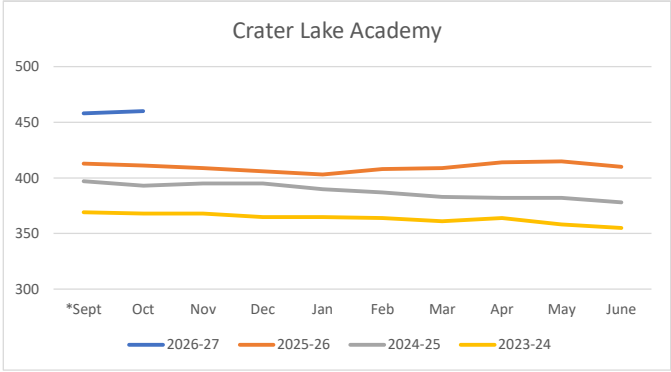
2026-27	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EPSD Kinder Total	222	220								
EPSD Grades 1-8 Total	2092	2068								
EPSD Grades 9-12 Total	1183	1171								
District Total	3497	3459								
CLA: Kinder	21	22								
CLA: 1-8	259	258								
CLA: 9-12	178	180								
Charter Total	458	460								
Total Enrollment	3955	3919								

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 as of October 1, 2026



Eagle Point School District Site and Cohort Trends as of October 1, 2026

Site	Site Total Enrollment 10/1/2025	Site Total Enrollment 10/1/2026	YOY 10/1/2025 to 10/1/2026	Site YOY % Change	Share of Total YOY Change
Eagle Point High School	1047	999	(48)	-4.58%	-22.22%
Eagle Point Middle School	454	415	(39)	-8.59%	-18.06%
White Mountain Middle School	366	341	(25)	-6.83%	-11.57%
URCEO	226	179	(47)	-20.80%	-21.76%
Eagle Rock Elementary School	300	297	(3)	-1.00%	-1.39%
Hillside Elementary School	414	393	(21)	-5.07%	-9.72%
Lake Creek Learning Cetner	63	43	(20)	-31.75%	-9.26%
Shady Cove School	170	169	(1)	-0.59%	-0.46%
Table Rock Elementary School	635	605	(30)	-4.72%	-13.89%
12+ Students (not site-based)		18	18		8.33%
Total	3675	3,459	(216)		
Overall Change		3,459	(216)		
% of Total Enrollment			-5.88%		

Enrollment Context: The exiting Class of 2026 had *290 students on October 1, 2025, compared with 220 students in the entering Class of 2039 - a difference of 70 students.

*Class of 2026 starting enrollment was listed as 308, but "12+" students were included.
We have 18 "12+" students returning this year so the exiting class total was reduced by that amount.

Cohort "Average" Enrollment	FY24	FY25	FY26	FY27
Class of 2024	263			
Class of 2025	259	263		
Class of 2026	306	286	295	
Class of 2027	318	309	305	310
Class of 2028	265	298	292	278
Class of 2029	277	309	305	293
Class of 2030	292	291	281	278
Class of 2031	298	301	302	295
Class of 2032	295	282	277	261
Class of 2033	277	263	251	250
Class of 2034	283	287	281	277
Class of 2035	242	264	256	249
Class of 2036	266	265	266	261
Class of 2037		227	243	239
Class of 2038			253	251
Class of 2039				221
	3,641	3,644	3,608	3,460

Difference in exiting & incoming cohorts (36) (9) (74)

Average 9-12 Enrollment for 2025-26 approx 300/cohort

Average 6-8 Enrollment for 2025-26 approx 288/cohort

Average K-5 Enrollment for 2025-26 under 260/cohort

Kinder average FY24-FY26 approx 249/cohort

Average 9-12 Enrollment for 2026-27 approx 290/cohort

Average 6-8 Enrollment for 2026-27 approx 268/cohort

Average K-5 Enrollment for 2026-27 approx 249/cohort

Kinder average FY25-FY27 approx 234/cohort

Eagle Point School District Enrollment Trends as of October 1, 2026

2026-27	*Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Eagle Point High School	1025	1017									1,021.00
Eagle Point Middle School	421	415									418.00
White Mountain Middle School	348	341									344.50
Eagle Rock Elementary	305	297									301.00
Lake Creek Learning Center	42	43									42.50
Table Rock Elementary	599	605									602.00
Shady Cove School	169	169									169.00
Hillside Elementary School	403	393									398.00
URCEO	185	179									182.00
District Total	3497	3459									3,478.00
Crater Lake Academy	458	460									459.00
Charter Total	458	460									459.00
Total Enrollment	3955	3919									3,937.00

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

EPSD9 GENERAL FUND | BOARD FINANCIAL SNAPSHOT

FY2026-27 • Year-to-Date through September 30, 2026

Budget	\$66,078,642	YTD Revenue	\$14,146,724	YTD Expenditures	\$9,716,406
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General Fund	Budget	YTD Actual	% of Budget	Remaining	Board View
Revenue	\$58,668,807	\$14,146,724	24.1%	\$44,522,083	Collections to date
Expenditures	\$66,078,642	\$9,716,406	14.7%	\$56,362,236	Spending to date
Beginning Fund Balance (BFB)	\$7,409,835	\$7,409,835			Budgeted / projected
Net YTD Activity		\$11,840,153			Revenue less expenditures + BFB

BOARD NOTES / ITEMS TO WATCH

- September 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.
- Annual audit work remains ongoing, with continued efforts to reconcile fund balances, address historical discrepancies, and strengthen financial reporting and internal controls.

EPSD9 GENERAL FUND | REVENUE

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

Revenue Source	Budget	September	YTD	% Received	Budget Remaining
11XX - Local Property Taxes and Pymts In-Lieu	\$14,850,000	\$30,786	\$30,786	0.2%	\$14,819,214
1310 - Tuition	-	-	-	-	-
14XX - Transportation Fees	-	-	-	-	-
1510 - Interest on Investments	\$650,000	\$51,538	\$161,573	24.9%	\$488,427
17XX - Fees, Admissions, Club Fundraising	\$120,000	-	-	-	\$120,000
19XX - Rentals, Grant Indirect, and Misc Rev	\$202,500	\$561	\$2,651	1.3%	\$199,849
21xx - Other Intermediate Sources	\$376,802	-	-	-	\$376,802
3101 - State School Fund	\$41,888,468	\$3,486,882	\$13,951,714	33.3%	\$27,936,754
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
TOTAL REVENUE	\$66,078,642	\$3,569,767	\$14,146,724	21.4%	\$51,931,918

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.

EPSD9 GENERAL FUND | EXPENDITURES

FY2026-27 • Year-to-Date through September 30, 2026

EXPENDITURES BY FUNCTION

Expenditure Function	Budget	September	YTD	% Expended	Budget Remaining
1000 - Instruction	\$36,701,064	\$2,989,373	\$4,290,947	11.7%	\$32,410,117
2000 - Support Services	\$25,045,631	\$1,657,555	\$5,043,251	20.1%	\$20,002,380
3000 - Community Services	-	\$141	\$712	-	(\$712)
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	\$4,647,069	\$9,716,406	14.7%	\$56,362,236

EXPENDITURES BY OBJECT

Expenditure Object	Budget	September	YTD	% Expended	Budget Remaining
100 - Salaries	\$29,231,811	\$2,254,712	\$3,356,222	11.5%	\$25,875,589
200 - Benefits	\$17,048,378	\$1,260,099	\$1,885,427	11.1%	\$15,162,951
300 - Purchased Services (other than 360)	\$5,766,650	\$210,959	\$492,806	8.5%	\$5,273,844
360 - Charter School SSF Payments	\$4,400,000	\$345,139	\$1,380,556	31.4%	\$3,019,444
400 - Supplies and Materials	\$3,431,756	\$517,057	\$1,186,870	34.6%	\$2,244,886
500 - Capital Outlay	\$825,000	\$37,292	\$76,780	9.3%	\$748,220
600 - Other Objects (Ins, Dues & Fees)	\$1,628,377	\$21,810	\$1,337,744	82.2%	\$290,633
700 - Transfers Out	-	-	-	-	-
810 - Contingency	\$3,746,669	-	-	-	\$3,746,669
TOTAL EXPENDITURES	\$66,078,642	\$4,647,069	\$9,716,406	14.7%	\$56,362,236

Note 1: "Additional Projected" will be added later in the year to include estimated amounts that 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.

6. Student Support Programs Presentation

7. Board Action Items

7.A. Consent Agenda

7.B. Unfinished Business

7.C. New Business

7.C.1. *Policy GBEC - Drug Free Workplace- Second Reading*

OSBA Model Sample Policy

Code: GBEC

Adopted:

Drug-Free Workplace *

The district shall provide a drug-free workplace.

The purpose of this policy is to promote safety, health and efficiency by prohibiting the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace.

This policy applies to all employees, including but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

The district shall provide to each employee a copy of this policy. The district shall make this policy available to all employees through the district website.

An employee shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance or alcohol in the workplace. An employee shall not unlawfully manufacture, distribute, dispense, possess, or use a controlled substance or alcohol in the workplace. An employee shall not report to work, remain at work, or perform assigned duties while under the influence of alcohol, a controlled substance, or any other impairing substance.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances.

An employee shall, as a condition of employment, abide by the provisions of this policy.¹

Definitions

1. "Controlled substance" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other drug as classified under the federal Controlled Substances Act, as modified under Oregon Revised Statute (ORS) 475.035.
2. "Alcohol" shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.
3. "Conviction" means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or state criminal drug statutes.

¹ Districts directly receiving grants or contracts from the federal government are required to meet this obligation.

4. "Criminal drug statute" means a Federal or State criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance[or alcohol].
5. "Drug-free workplace" means a site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance[or alcohol]. "Drug-free workplace" means a site for the performance of work at which employees are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance or alcohol. Employees shall not report to work, remain at work, or perform assigned duties while under the influence of alcohol, a controlled substance, or any other impairing substance.
- 6.

Sanctions and Remedies²

The district, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol, or upon having reasonable suspicion (under the section below) of an employee's unlawful use Employees shall not report to work, remain at work, or perform assigned duties while under the influence of alcohol, a controlled substance, or any other impairing substance. of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action, which may include transfer, granting of leave with or without pay or suspension with or without pay. Employees shall not report to work, remain at work, or perform assigned duties while under the influence of alcohol, a controlled substance, or any other impairing substance.

The district, upon having reasonable suspicion as described below that an employee has violated this policy, shall investigate and take appropriate interim action to protect students, staff and workplace safety. Such action may include removal from assigned duties, transfer, administrative leave or suspension, with or without pay, as permitted by applicable law and collective bargaining agreements.

Upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace, or has been under the influence of alcohol, a controlled substance or another substance that impairs the employee's ability to safely and effectively perform assigned duties, the district shall take appropriate action, which may include disciplinary action up to and including termination. All action shall comply with applicable law, district policies, collective bargaining agreements and required due process procedures. District action need not await criminal charges or a conviction.

² Ibid. p. 1

Within 30 calendar days of learning of an employee's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take appropriate action, which may include discipline up to and including termination; and/or
2. Require satisfactory participation by the employee in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (e.g., slurred speech, difficulty walking);
2. Direct observation of use in the workplace;
3. The opinion of a medical professional;
4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by employer;
5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

The district shall , upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program. The district may, upon employee request, grant leave with or without pay, as required by law, to permit an employee to participate in a drug abuse assistance or rehabilitation program. This shall not preclude the District from taking disciplinary action, including termination, as a result of a violation of this policy.

Establishment of Drug-Free Awareness Program

The district shall establish a drug-free awareness program to inform employees of the:

1. Dangers of drug abuse in the workplace;
2. Existence of and content of this policy for maintaining a drug-free workplace;

3. Availability of drug-counseling, rehabilitation and employee assistance programs; and
4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

Notification by Employee of Conviction³

An employee shall, as a condition of employment, notify the district in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Notification by the District of an Employee Conviction

The district shall notify the appropriate federal granting or contracting agency, in writing, of an employee's criminal drug statute conviction, for a violation occurring in the workplace, no later than 10 calendar days after learning of such conviction.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 336.222](#)
[ORS 342.721](#)
[ORS 342.723](#)
[ORS 342.726](#)
[ORS Chapter 475](#)
[ORS 657.176](#)
[ORS 659A.127](#)
[OAR 581-022-2045](#)
[OAR 581-022-2210](#)
[OAR 584-020-0040\(5\)\(e\)](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670 (2016).

³ Ibid. p. 1

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

8. Future Board Meeting Agenda Items

8.A. Work Session

8.B. Regular Meeting

9. Acknowledgments

10. Adjournment