



Klamath Falls City Schools

100% Graduation is Our Expectation!

MISSION: 100% GRADUATION IS OUR EXPECTATION

VISION: Dedicated to helping all students do their best work and become their best selves.

AIMS

(1) Best Work

(2) Best Selves

(3) Operational Excellence

DOCKET OF BUSINESS

September 14, 2026

Klamath Falls City Schools Lucile O'Neill Education Center Boardroom

1336 Avalon Street

Klamath Falls, Oregon 97603

#SPECIAL MEETING#

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. If you wish to address the board, please complete the "Intent to Speak" form and submit it to the board secretary. When you address the board please state your name and address, and limit your commentary to three minutes. The board will listen to all remarks but will not respond to them at this time. Are there any members of the audience who submitted an Intent to Speak form?

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

1. PRELIMINARY BUSINESS

Andrew Biggs, Board Chair

1. Call to Order and Pledge of Allegiance

Andrew Biggs, Board Chair

2. Roll Call

Andrew Biggs, Board Chair

3. Public Welcome & Public Comment

Andrew Biggs, Board Chair

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting.

All those wishing to address the board have previously submitted their comments electronically or have submitted a Request to Speak form prior to the start of this meeting. Three (3) minutes is allotted for each individual speaker, with a total of fifteen (15) total minutes for this segment of the agenda.

Marissa Davidson, 421 N. Spring St.,

I am writing to express my strong concern and disappointment regarding the decision to cancel the Advanced English class for freshmen who have demonstrated that they are ready for an accelerated level of coursework.

I have a difficult time understanding how removing an advanced academic opportunity from students

who have worked to qualify for it can be considered an equitable solution.

These students have already been through a challenging academic experience; as 8th graders, those who persevered, succeeded, and demonstrated that they were capable of this level of work should now be rewarded with the opportunity to continue moving forward—not placed back into a standard course because the school cannot currently fund the advanced option.

I understand budget decisions have to be made, but supporting one group of students should not require holding another group back.

There is an important distinction between equity and equality. Equity should mean giving students the resources and opportunities they need to succeed at their individual level. It should not mean slowing down students who are ready to advance in an effort to bring everyone to the same place. Students learn at different rates, have different abilities, and have different academic needs. That is not a failure of the education system—it is simply reality.

I am asking the administration and this board to reconsider this decision and explore every possible option for maintaining the Advanced English course for these freshmen. If funding is truly the issue, I would also appreciate transparency regarding what alternatives were considered before removing this opportunity from students.

I hope the district will reconsider the impact this decision has on these students—not just academically this year, but on their motivation, confidence, and willingness to continue challenging themselves throughout high school.

Rebecca Crist- 616 Lincoln St.

I am asking the Klamath Falls City School District Board to explain why Mills Elementary and Ponderosa Middle School were selected for the KFCNES model and why students at these schools are required to attend longer school days and additional school days.

These two schools serve some of the district's highest percentages of minority students, as well as significant populations of students with disabilities. This raises an important question: Why were these two schools selected, and did student demographics play any role in that decision?

To parents and students, requiring these schools to attend longer hours and more days can feel like a punishment for attending a school identified as needing improvement. If additional instructional time is necessary, why is this burden being placed on these particular students and families?

I also have serious concerns about the decision-making process.

Why were parents not given a meaningful opportunity to understand, discuss, and provide input before the Board voted to approve KFCNES on May 18, 2026?

A parent/community town hall was requested before the vote, yet the district's large-scale public presentation occurred after the Board had already approved the model.

Parents should not learn about major changes to their children's education after the decision has already been made.

I respectfully ask the Board:

What objective criteria were used to select Mills and Ponderosa?

Why were other schools not selected?

What evidence supports longer hours and additional school days?

Were impacts on working families, childcare, transportation, students with disabilities, and family schedules considered?

Did race, ethnicity, socioeconomic status, or disability status factor into the selection?

Why was parent input not obtained before the vote?

Amanda Fanning & KUHS English department—

See attached letter

Justin Fowler, 2711 Crater St.-

I am writing to express deep concern about the rollout of the New Education System (NES) model at Ponderosa Middle School and Mills Elementary.

If all Klamath schools operate under the same state standards, why are Ponderosa and Mills the only campuses selected for this model? According to the Oregon Online Report Card, schools in more economically stable neighborhoods—such as Pelican and Roosevelt—consistently show English and math proficiency rates two to three times higher than Mills. This gap is not caused by weak standards or poor teaching. It reflects concentrated socioeconomic hardships. NES does not address those root issues; it drills the symptoms.

The NES framework resembles an Amazon-warehouse model of education. Teacher-crafted lessons are replaced with centrally produced slide decks. Instruction is paced by countdown timers. Teachers must hit high-frequency quotas as if scanning items on a conveyor belt. This approach prioritizes numerical compliance over meaningful learning. It raises a fundamental question: Are we cultivating thinkers, or training compliant workers?

I am also alarmed that many centralized lessons rely heavily on AI-generated slide presentations with limited factual oversight. In subjects like science, history, and civics, accuracy matters. Replacing trained educators' expertise with unverified automated content is an unsafe shortcut. What good are higher test scores if the underlying material isn't trustworthy? NES de-skills the teaching profession and further de-values teachers at a time when we need knowledgeable, empowered educators more than ever.

I urge the board to look beyond short-term testing metrics and invest in proven, humane approaches—community school strategies, behavioral co-teachers, experiential STEM programs, and models that treat teachers and students with dignity. Our children deserve an education system built on trust, expertise, and human connection, not industrial compliance.

Hello Board Members,

As Klamath Union's English Department, we want to raise a few concerns that could significantly affect Klamath Union's high academic standards: the elimination of advanced-level courses and increasing class sizes. Right now, we are no longer offering Advanced English 9 classes, and we may eliminate Advanced English 10 next year. My own son was not able to take this class even though he has taken advanced classes throughout Ponderosa and now here in other subject areas at Klamath Union. He is not the only one; fifty other students this year no longer have the opportunity to take an advanced-level English class. The ramifications of losing these lower-level advanced classes are significant. Currently, we offer AP English Literature and Composition junior year and Writing 121/122 senior year. These are high-level classes that students begin preparing for in the lower-level advanced classes. If we are no longer able to offer the lower-level advanced classes, then classes like AP and Writing 121/122 will end up being eliminated because students will not be prepared to be successful in the more rigorous college-level courses.

The most significant reason we can not offer these classes is because of staffing. Last year, we had four full-time English teachers and one part-time English teacher. Currently, we have three full-time English teachers and one part-time English teacher. While some might believe and state that we do not have the enrollment to support the same number of teachers as last year, this is simply not true in the English department. Our class sizes have increased significantly. Some of our English classes have up to thirty-eight students. Having that many students in a class is not viable. It stalls learning and prevents a sense of belonging at all levels. We are not able to help every student, which can lead to students feeling ignored and passed along. The district has shown through adopting the Capturing Kid's Hearts program that it is a priority to develop strong connections with our students in order for them to feel valued and want to come to school. Many students have now complained about how many students are in the classes, and they do not want to come back. If the goal is truly to grow and strengthen Klamath Union, eliminating teacher positions and increasing class sizes feels like it accomplishes the exact opposite.

We are asking for help. We need at least a part-time English teacher to reoffer Advanced English 9 and to help with class sizes.

Thank you for your time,
Amanda Fanning
Liz Haugh
Sari Saluskin
Tori Hancock

4. Superintendent's Comments

Keith A. Brown, Superintendent

2. **CONSENT AGENDA**

Andrew Biggs, Board Chair

1. Approval of Previous Month's Meeting Minutes (8/10/26)

Andrew Biggs, Board Chair

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Minutes of Regular and Executive Board Meeting

Klamath Falls City Schools

Board of Education

A Regular and Executive Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, August 10, 2026, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

1. PRELIMINARY BUSINESS

1.1. Call to Order and Pledge of Allegiance – 6:00 PM

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

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

Absent: Trina Perez

Cabinet Members Present: Dr. Keith Brown, Daymond Monteith, Renee Clark, Fred Bartels, Brett Lemieux, and Dena Haudenschild

Others: Rod Heyen, Terry Bennett, Lisa Danskin, Maureen Lundy, Chelsea Woods, Chandler Pogue, Meagan Barnhart-Pogue, Carly Lynch, Del Mallory, and Tony Swan

Zoom: Gretchen Knutson, Sara Johnson, Kendra Fields, John Hackworth, Caleb Adkisson, Jeff Haudenschild, and Heidi Biggs

1.3. Welcome & Public Comment

Presenter: Andrew Biggs, Board Chair

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

No public comment

1.4. Superintendent's Comments

Presenter: Dr. Keith Brown, Superintendent

The Superintendent kept his comments brief, expressing excitement about the upcoming school year and the positive activities taking place throughout the district. He noted the administrative in-service all-day event scheduled for the following day. He thanked board member, Andrea

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Jensen for her service and contributions to the district during her time with KFCS and that she would be greatly missed.

1.5. Gifts to the District

Presenter: Andrew Biggs, Board Chair

The Trejo family donated a cello to Roosevelt Elementary to support the school's orchestra program. Thank you to anyone who contributes and donates to the district.

2. BOARD ORGANIZATION

Presenter: Andrew Biggs, Board Chair

2.1. Nominations & Elections of the 2026-2027 KFCS Board of Education Chair

Presenter: Andrew Biggs, Board Chair

It was noted that Vice Chair Ms. Perez was absent and had indicated that she was not interested in serving as Chair or Vice Chair for the upcoming year.

MOTION: Kelsey Bitzer made a motion to nominate Andrew Biggs as board chair, Kathy Hewitt seconded the motion. Andrew Biggs accepted the nomination.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote. With no additional nominations or discussion, the Board voted and unanimously re-elected Andrew as Chair of the Board of Education.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. **The motion carried.**

2.2. Nominations & Elections of the 2026-2027 KFCS Board of Education Vice Chair

Presenter: Andrew Biggs, Board Chair

MOTION: Andrea Jensen made a motion to nominate Kathy Hewitt as board vice chair, Kathy Hewitt declined. Nicole Trejo made a motion to nominate Vanessa Bennett as board chair, Vanessa Bennett declined. Vanessa Bennett made a motion to nominate Kelsey Bitzer as board vice chair, Kathy Hewitt seconded the motion. Kelsey Bitzer accepted the nomination but noted she did not want to run any official board meetings.

The Board opened nominations for the position of Vice Chair for the 2026–2027 school year. Following discussion among Board members regarding potential nominees, Kelsey Bitzer was nominated and the nomination was seconded. Ms. Bitzer accepted the nomination.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

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VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Kelsey Bitzer, Vanessa Bennett and Kathy Hewitt voted in the affirmative. **The motion carried.**

2.3. Approval of Resolution #27-01, Legislative Service Year 2026-2027

Presenter: Andrew Biggs, Board Chair

MOTION: Vanessa Bennett made a motion approve Resolution #27-01, Legislative Service Year 2026-2027, Nicole Trejo seconded the motion.

Andrew stated “I reviewed it, and the information is fairly straightforward and clear.”

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. **The motion carried.**

2.4. Approval and Adoption of the 2026-2027 Board Operating Agreement

Presenter: Andrew Biggs, Board Chair

MOTION: Kelsey Bitzer made a motion to approve and adopt the 2026-2027 Board Operating Agreement as presented, Vanessa Bennett seconded the motion.

The Board discussed the proposed 2026–2027 Board Operating Agreement. During discussion, concerns were raised regarding language requiring Board members to follow the Carver Policy Governance Model. It was noted that the model generally places the Board in a high-level policy and oversight role and may limit the level of engagement Board members have in reviewing and investigating district operations. Board members discussed whether this approach accurately reflects the way the current Board functions.

Several members commented that they were unfamiliar with the Carver Policy Governance Model and questioned whether it was necessary to include language requiring future Boards to follow that specific governance structure. Members also noted that future Boards would retain the ability to amend the operating agreement as needed.

MOTION: Andrew Biggs made a motion to strike/amend the language “Carver’s Policy Governance model from Collaborative Governance Agreements section #3, Kathy Hewitt seconded the motion.

Following the amendment, a motion was made and seconded to approve the 2026–2027 Board Operating Agreement as amended. With no further discussion, the motion passed unanimously.

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MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Board Operating Agreement with the language “Carver’s Policy Governance model “stricken/amended from the Collaborative Governance Agreements section #3, Vanessa Bennett seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. There were no dissensions. **The motion carried.**

3. CONSENT AGENDA

Presenter: Andrew Biggs, Board Chair

- 3.1. Approval of the Previous Month’s Regular and Executive Session Meeting Minutes (6/8/26)
- 3.2. Approval of the WQS Work Session Meeting Minutes (6/8/26)
- 3.3. Approval of the Current Agenda
- 3.4. Approval of the Personnel Agenda

MOTION: Nicole Trejo made a motion approve the consent agenda as presented, Andrea Jensen seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. There were no dissensions. **The motion carried.**

4. REPORTS

Presenter: Andrew Biggs, Board Chair

4.1. 2025-2026 Integrated Application Annual Report

Presenter: Fred Bartels, Executive Director of School Improvement

The Board received the 2025–2026 Integrated Application Annual Report, which is required by the Oregon Department of Education and reflects the District’s progress toward its academic goals. Prior to presenting the report, Mr. Bartels provided an update on the summer implementation of KFCNES at Mills Elementary and Ponderosa Middle School and recognized the many staff members and departments involved in preparing for the initiative. The update emphasized the extensive work completed in curriculum development, staffing, transportation, technology, facilities, special education, communication, and operational readiness.

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The report addressed four state-funded programs: the Early Literacy Grant, Early Indicator and Intervention Systems Grant, Student Investment Account Grant, and Measure 98/High School Success Grant. KFCS received approximately \$7.9 million across the biennium through these four grants. Staff reported progress in several areas, including improvements in high school ELA and math achievement, middle school math achievement, ninth-grade on-track rates, graduation rates, and elementary regular attendance. The District will continue to use state and local data to refine implementation and focus resources where the greatest needs exist.

Mr. Bartels also discussed ongoing barriers, particularly student attendance, poverty-related challenges, inconsistent implementation of instructional systems across schools, and the need for continued support in areas such as PLCs, MTSS, instructional coaching, data systems, staffing, and evidence-based attendance strategies.

During Board discussion, a member shared an example from another district that had improved attendance through a school-based attendance team that personally contacted families after early absences. Staff noted that similar personal outreach has contributed to gains at the elementary level and that the District continues to work on strengthening those approaches at the secondary level.

The Board also asked why implementation was not equally developed across all schools. Mr. Bartels explained that schools are at different stages of implementation and indicated that goals and benchmarks would be established with school teams to support continued progress.

A Board member expressed appreciation for the report and noted that connecting the Integrated Application work with the KFCNES initiative helped demonstrate how current efforts are building on the District's existing improvement strategies. It was clarified that the Integrated Application Annual Report was presented for informational purposes and did not require Board approval.

5. NEW BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

5.1. Approval of the OSBA policy updates issued in April 2026 that affect sections A/B, C, D, and E.

Presenter: Daymond Monteith, Executive Director of Operations

MOTION: Kathy Hewitt made a motion to approve the OSBA policy updates as presented, Nicole Trejo seconded the motion.

The Board reviewed (18) OSBA-recommended policy updates affecting various policy sections. Administration explained that the updates resulted primarily from legislative and procedural changes and were not considered substantive revisions. The Board had previously completed an

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extensive policy rewrite process with guidance from OSBA and adopted the recommended policies during the prior year.

A Board member stated that the updates appeared largely procedural and moved to approve the policies as presented. The motion was seconded.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissents. **The motion carried.**

5.2. Approval of “On Hold” policy in Section C: policy CHCA- Handbooks **Presenter: Daymond Monteith, Executive Director of Operations**

The Board considered an OSBA-recommended policy change that would remove the requirement for student handbooks to receive Board approval. Administration explained that under the recommended language, student handbooks would be approved by the Superintendent and provided to the Board for review. It was clarified that there is no statutory or regulatory requirement for the Board to approve student handbooks and that the District’s current practice is to bring the handbooks to the Board for review and approval.

MOTION: Kelsey Bitzer made a motion approve the policy change as presented, Vanessa Bennett seconded the motion

A motion was made and seconded to approve the recommended policy change. During discussion, Board members expressed support for maintaining the current practice, noting that Board review of the handbooks has resulted in valuable discussion and identification of important issues in previous years. Administration indicated there was no strong preference for changing the existing practice.

The Board clarified that a vote in favor would remove the Board approval requirement, while a vote against the motion would retain the existing policy. Following discussion, the Board voted against the proposed change.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted against the policy change. **The motion failed and the existing policy requiring Board approval of student handbooks will remain in effect.**

5.3. First Reading of OSBA policy rewrite Section I **Presenter: Daymond Monteith, Executive Director of Operations**

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The Board reviewed Section I of the OSBA policy rewrite. Administration clarified that the item included the entire Section I policy series and represented the first reading of those policies as part of the District's comprehensive OSBA policy rewrite process.

Administration noted that, consistent with the Board's previous practice for reviewing larger policy sections, the first reading could be moved forward to allow Board members additional time to review the materials before a second reading and potential approval the following month.

A Board member asked whether there were specific policies that warranted additional attention. Administration recommended focusing particularly on policies containing extensive revisions, as those were more likely to represent substantive changes to current District practices.

MOTION: Kathy Hewitt made a motion to move OSBA Section I to a second reading, Kelsey Bitzer seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

5.4. Approval of the 2026-2027 Code of Conduct

Presenter: Renee Clark, Executive Director of Human Resources

Administration presented the 2026–2027 Student Code of Conduct for Board approval. It was noted that while there were few substantive changes to the content, the document had been significantly reformatted and revised to make it more accessible and family-friendly.

MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Code of Conduct as presented, Nicole Trejo seconded the motion.

During discussion, a Board member commented that the revised document was easier to understand, with clearer descriptions and less legalistic language. Administration acknowledged the staff members responsible for the revisions.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

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5.5. Approval of the 2026-2027 Elementary, Middle and High School Handbooks

Presenter: Fred Bartels, Executive Director of School Improvement

Administration presented the 2026–2027 student handbooks for Board approval and outlined several substantial revisions made in response to feedback from the previous year. The District has consolidated its handbooks into three documents: one elementary handbook covering all elementary schools, one handbook for Ponderosa Middle School, and one high school handbook covering the District’s three high schools, with sections addressing school-specific information.

All three handbooks now follow a common format and section order, as previously requested by the Board. They were also revised for clarity, readability, consistency, and greater accessibility for students and families. References to prior years and early-release Wednesdays were removed or updated. School schedules will be added once they are finalized.

Administration also highlighted the addition of an Equity, Belonging, and Student Safety section, which was requested by the District Equity Committee. The elementary and Ponderosa Middle School handbooks also include information regarding KFCNES.

MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Elementary, Middle and High School Handbooks as presented, Vanessa Bennett seconded the motion.

Board members expressed appreciation for the revisions and for incorporating feedback provided during previous Board discussions.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

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

5.6. Approval of the Human Kinetics as the district’s Middle School Health Curriculum

Presenter: Fred Bartels, Executive Director of School Improvement

The Board reconsidered the adoption of Human Kinetics as the District’s middle school health curriculum after previously postponing action to allow additional time for Board and community review. Administration explained that Ponderosa Middle School currently lacks a comprehensive health curriculum and that adopting a prepared curriculum would allow teachers to focus more effectively on instruction rather than developing materials themselves. Administration also reported that no concerns were received during the public feedback period and confirmed that the curriculum meets Oregon legal requirements.

Board members discussed parental notification and the ability for families to opt students out of specific lessons. Particular attention was given to Lesson 8.4. Administration agreed that, if the

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curriculum were adopted, families would receive specific advance notification regarding Lesson 8.4. The Board also discussed providing families with a syllabus or advance information about upcoming health topics so parents have sufficient time to review the material and make decisions regarding their student's participation.

The Board then discussed the length of the curriculum adoption. Administration recommended a seven-year adoption, noting the significant time involved in the curriculum adoption process. Board members considered whether a one-year adoption would provide an opportunity to evaluate the curriculum after implementation. Administration clarified that a one-year adoption would require the curriculum to return to the Board for renewal, while a longer adoption would not prevent the Board from reviewing or reconsidering the curriculum if concerns arose.

The Board also discussed the financial implications of the adoption period. Administration explained that a seven-year license for the online components would be more cost-effective than purchasing annual licenses and that the District would already be making a significant investment in physical textbooks.

Following discussion, a motion was made to approve Human Kinetics as the District's middle school health curriculum for seven years, with the request that the Board revisit the curriculum in May 2027 to review the District's experience with its implementation. The motion also included a request for parent notification regarding Lesson 8.4 and appropriate advance notification of health curriculum topics.

MOTION: Kathy Hewitt made a motion to approve Human Kinetics as the districts middle school health curriculum for 7 years as presented, Vanessa Bennett seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

5.7. Accept Resignation of Board Member

Presenter: Andrew Biggs, Board Chair

The Board considered the resignation of Board Member Andrea Jensen, whose resignation would become effective August 11.

MOTION: Nicole Trejo made a motion to accept Andrea Jensen's resignation as the Zone 1-Roosevelt board member, Kathy Hewitt seconded the motion.

During discussion, Ms. Jensen shared that she was resigning due to her husband's job relocation. She reflected on her more than three years of service on the Board and expressed appreciation for the community, Board members, administration, faculty, and staff. She thanked District

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leadership for their support during her tenure and encouraged the District to continue keeping students and personnel at the center of its decision-making. Mrs. Jensen expressed optimism regarding the positive changes occurring throughout the District and noted that she was saddened to leave the Board and community.

The Board then reviewed the process for filling the resulting vacancy in accordance with Board policy. The vacancy will be advertised for 20 days, during which eligible residents may submit applications through the Board Secretary. Applicants must be legally registered voters, have resided within the District for at least one year immediately preceding the appointment, and reside within the applicable Board zone.

A committee will review applications and provide recommendations to the Board. The Board anticipates appointing a new member at its September 14 meeting. The appointed member will be sworn in and seated immediately and will serve the remainder of Ms. Jensen's term through June 30. The Board also briefly discussed Board member participation in the application review process and noted that those details would be determined administratively.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissents. **The motion carried.**

6. OLD BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

6.1. Meadowlark Charter School Approval

Presenter: Daymond Monteith, Executive Director of Operations

The Board considered the application for the proposed Meadowlark School, a District-sponsored charter school. Administration reminded the Board that the application had previously been presented and deemed complete, beginning the 60-day review period in which the Board was required to approve or deny the application.

Administration reported that there were no identified concerns that would warrant denial of the application. Meadowlark proposes a nature-based educational model and intends to begin on a small scale with a kindergarten cohort before potentially expanding to additional grade levels.

Board members asked how future growth and expansion would be addressed. Administration explained that approval of the application would initiate formal contract negotiations between the District and Meadowlark School. The resulting contract could establish specific expectations regarding grade levels, enrollment growth, timelines, and other operational

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requirements. The contract would also incorporate applicable legal requirements and be reviewed by legal counsel before being presented to the Board.

During discussion, a Board member shared information regarding charter school participation nationally and commented on the potential benefits of offering additional educational options within a public school system.

Administration will proceed with formal contract negotiations with Meadowlark School.

MOTION: Nicole Trejo made a motion to approve the Meadowlark Charter School application as presented, Kathy Hewitt seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissents. **The motion carried.**

7. BOARD MEMBER COMMENTS

Presenters: 2026-2027 Board Members

Board Member Kathy expressed appreciation to Fred for his informative and helpful update on KFCNES. She thanked him for his leadership and also recognized District staff and families for their involvement, patience, and support as the initiative moves forward.

Board Member Vanessa thanked Andrea for her service to the Board and acknowledged the time and commitment required to serve. She expressed appreciation for Andrea's contributions to the positive changes within the District and noted that her service helped position the District for continued progress. Vanessa also welcomed teachers and staff back for the new school year, thanked them for their work over the summer, and expressed excitement for the year ahead.

8. CLOSING COMMENTS FROM BOARD CHAIR

Presenter: Andrew Biggs, Board Chair

Board Chair Andrew thanked District staff and administration for their work over the summer, noting that their efforts and progress were evident and inspiring. He welcomed staff back for the new school year and expressed appreciation for their continued dedication. He also thanked Andrea for her service to the Board and District, recognizing her insight, engagement, commitment, and contributions to students, families, and the community. On behalf of the Board and District, he expressed gratitude for her service and wished her well.

9. ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING

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Presenter: Andrew Biggs, Board Chair

At the conclusion of regular business, the board moved into Executive Session at 7:21 PM pursuant to **ORS 192.660(2)(b)** To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. Media representatives were allowed to attend but instructed not to report on confidential discussions. The board noted that no decisions would be made during Executive Session and that open session would reconvene afterward.

Board Chair called for a brief recess at 7:21 p.m.

10. EXECUTIVE SESSION

Presenter: Andrew Biggs, Board Chair

10.1. Level III Grievance (Ross Last Chance Agreement)

Presenter: Renee Clark, Director of Human Resources

The Board convened in Executive Session to discuss the Ross Last Chance Agreement at 7:26 PM.

The Board met in executive session to discuss a grievance related to the District's use of last chance agreements and the union's request for a memorandum of understanding. Discussion addressed employee and union rights, the District's authority and flexibility in disciplinary matters, whether last chance agreements should include expiration periods, and their relationship to the collective bargaining agreement. The Board also reviewed the timeliness of the grievance and emphasized balancing due process and union representation with the District's responsibility to address serious or repeated employee conduct and protect student safety.

11. ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

Andrew adjourned the executive session at 8:28 PM and reopened to public session.

11.1. Board Decision regarding Level III Grievance (Ross Last Chance Agreement)

Presenter: Andrew Biggs, Board Chair

MOTION: Kathy Hewitt made a motion uphold the determination that the grievance was untimely, uphold the Level Two decision, and deny the requested memorandum of understanding, Kelsey Bitzer seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

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

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

12. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair

Adjournment Time: 8:29 PM

Approved by: _____

Date: _____

2. Approval of Special Meeting Minutes (8/31/26)	
Andrew Biggs, Board Chair	

20

Minutes of Special Board Meeting Klamath Falls City Schools Board of Education

A Special Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, August 31, 2026, at 5:00 PM virtually via Zoom.

1. PRELIMINARY BUSINESS

1.1. Call to Order – 5:00 PM

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

In Attendance~ Board Members: Trina Perez, Kelsey Bitzer, Kathy Hewitt, and Andrew Biggs

Cabinet Members: Keith Brown, Renee Clark

Absent: Vanessa Bennett, Nicole Trejo

2. CONSENT AGENDA

2.1. Approval of Personnel Agenda

Presenter: Renee Clark

The only agenda item was 2.1 – Approval of the Personnel Agenda, allowing the district to proceed with hiring teachers and other staff.

MOTION: Kelsey Bitzer made a motion to approve the consent agenda as presented, Kathy Hewitt seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrew Biggs, Kelsey Bitzer, Trina Perez and Kathy Hewitt voted in the affirmative. There were no dissensions. **The motion carried.**

Additional Discussion / Good of the Order

- Administration reminded board members about the event at the Ross Ragland the following day and invited board members to attend.
- A board member asked whether there were still positions that needed to be filled.
- Administration reported:
 - A half-time position at Conger remained open and may be difficult to fill.

Minutes of Special Board Meeting Klamath Falls City Schools Board of Education

- Some special education positions were still open.
- Because of difficulty filling SPED positions, the district was moving forward with contractors for some of those needs.

3. **ADJOURNMENT**

Presenter: Andrew Biggs, Board Chair

Adjournment Time: 5:04 PM

Approved by _____

Date of Approval _____

3. Approval of Current Agenda

Andrew Biggs, Board Chair

4. Approval of the Personnel Agenda

Andrew Biggs, Board Chair

23

Personnel

Month: 9/14/2026

Administration recommends approval of the following Certified hires for the 2023-2024 School Year

Name	School	FTE	Hire Date	Contract	Position
Jeff Haudenshild	KFCS District Office	1	9/15/2026	1st year prob. Admin	Admin-Student Support & Grant Programs
					23

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2023-2024 School Year

Name	School	FTE	Resignation Date	Position

3. **REPORTS**

Andrew Biggs, Board Chair

1. School Improvement Report
Dan Stearns and Bill Patterson

25

SUMMER LEARNING SUCCESS

STUDENTS TODAY. STRONGER TOMORROWS.

ENGAGE | SUPPORT | RECOVER | SUCCEED

ALL STUDENTS.
BRIGHTER FUTURES.

SUMMER LEARNING BY THE NUMBERS

STRONG PARTICIPATION. REAL IMPACT.



605

**UNIQUE STUDENTS
SERVED**

Across summer school
programs districtwide



83%

**OF PROJECTED
CAPACITY**

More than 80% of the total
maximum number of students
in our summer school program

ELEMENTARY SUMMER PROGRAMS

EXCEEDED ATTENDANCE EXPECTATIONS



Grade school programs
exceeded their attendance
numbers.



Strong student participation
across all elementary sites.



High engagement and positive
feedback from students,
families, and staff.



A solid foundation for
continued growth.



KLAMATH UNION HIGH SCHOOL

CREDIT RECOVERY THAT CHANGES LIVES



40

**NINTH GRADERS
PARTICIPATED**

Students who were behind
in credits or not on track
to graduate



38 of 40

**PASSED THEIR
SUMMER CLASSES**

95% success rate



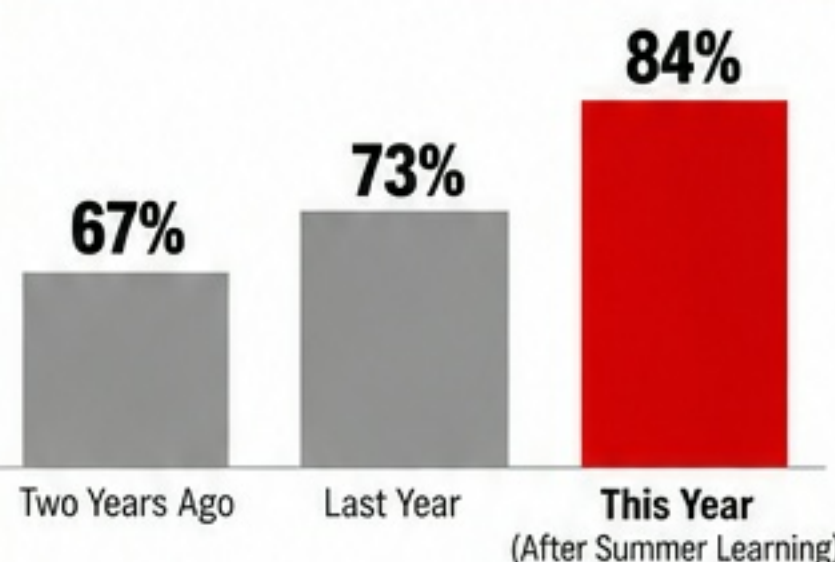
20

**STUDENTS RETURNED
FULLY ON TRACK**

Earned enough credit
to be back on track
for graduation.

NINTH-GRADE ON-TRACK RATE

SIGNIFICANT IMPROVEMENT IN JUST TWO YEARS



Our ninth-grade
on-track rate
increased by
17 percentage
points over
two years.

Ninth-grade on-track
status is one of the
strongest indicators
of whether a student
will graduate.

WHY WE ARE SUCCESSFUL

TWO KEY PRINCIPLES

1

**If You Build It,
They Will Come**

- Create learning experiences around students' interests.
- Maintain rigorous academic expectations.
- Connect hands-on experiences to real-world skills and credit recovery.
- Help students find a reason to attend — and keep attending.

2

The Pygmalion Effect

- Higher expectations lead to better performance.
- We believe our students can and will succeed.
- We identify and remove barriers (academic, economic, personal, transportation, attendance, etc.).
- Exceptional teachers make the difference.

LOOKING AHEAD

EXPAND THE IMPACT



We are producing a short
documentary to share student
and teacher experiences.



We welcome the opportunity
to present our results to the
Oregon State Legislature.



If we can achieve this in a
district with significant
challenges, Oregon can
improve statewide.



With continued investment,
we can move Oregon from
the bottom to the top in
national education rankings.

REAL PROGRAMS. REAL IMPACT. REAL RESULTS.
ALL PART OF SUMMER LEARNING.



SUMMER LEARNING 2026

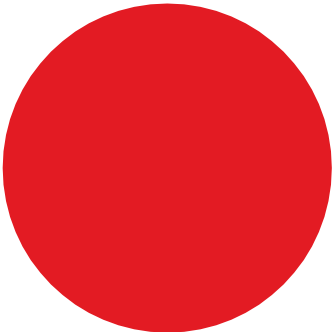
Real Programs. Real Impact. Real Results.

Klamath Falls City Schools

A three-minute story of attendance, engagement, credit recovery and students getting back on track.

SUMMER LEARNING BY THE NUMBERS

Strong participation. Real impact.



605

UNIQUE STUDENTS SERVED

Across summer school programs districtwide



OF PROJECTED CAPACITY

More than 80% of the total maximum number of students in
our summer school program

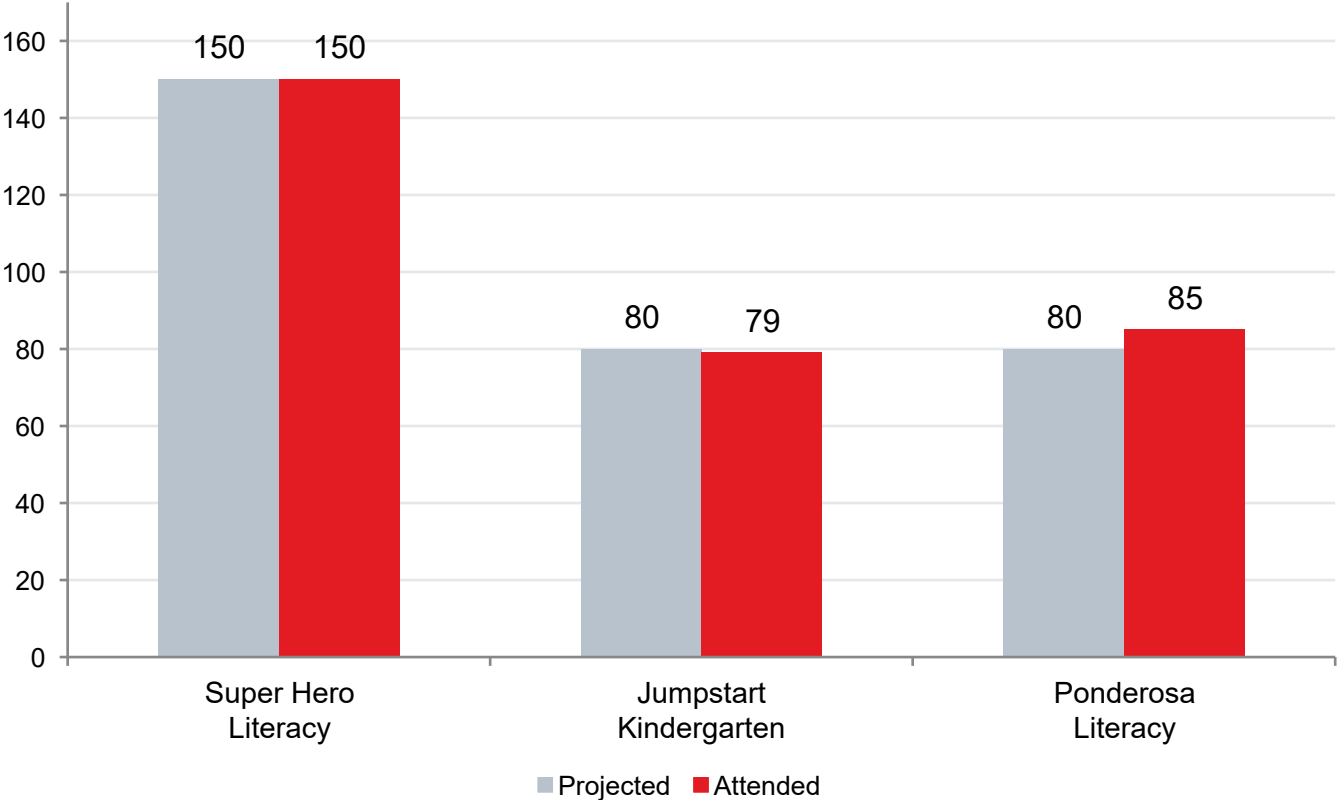
27

INVESTING IN STUDENTS. STRENGTHENING OUR COMMUNITY.

Source: Summer 26 Program Results workbook — Overall sheet.

Elementary attendance exceeded expectations

The strongest message: when programming is engaging, families choose to participate.



85

students attended
Ponderosa literacy
programming

Projected: 80

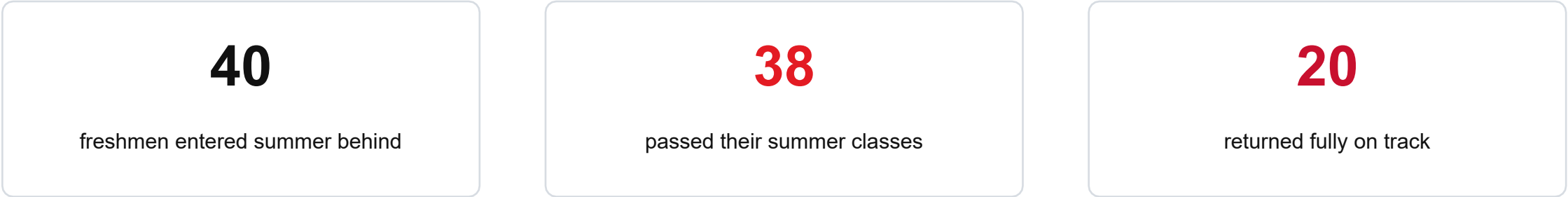
106% of target

28

Source: Summer 26 Program Results workbook — Overall and elementary program data.

High school: students recovered credits — and momentum

Summer learning changed graduation trajectories, not just transcripts.



95% SUCCESS RATE

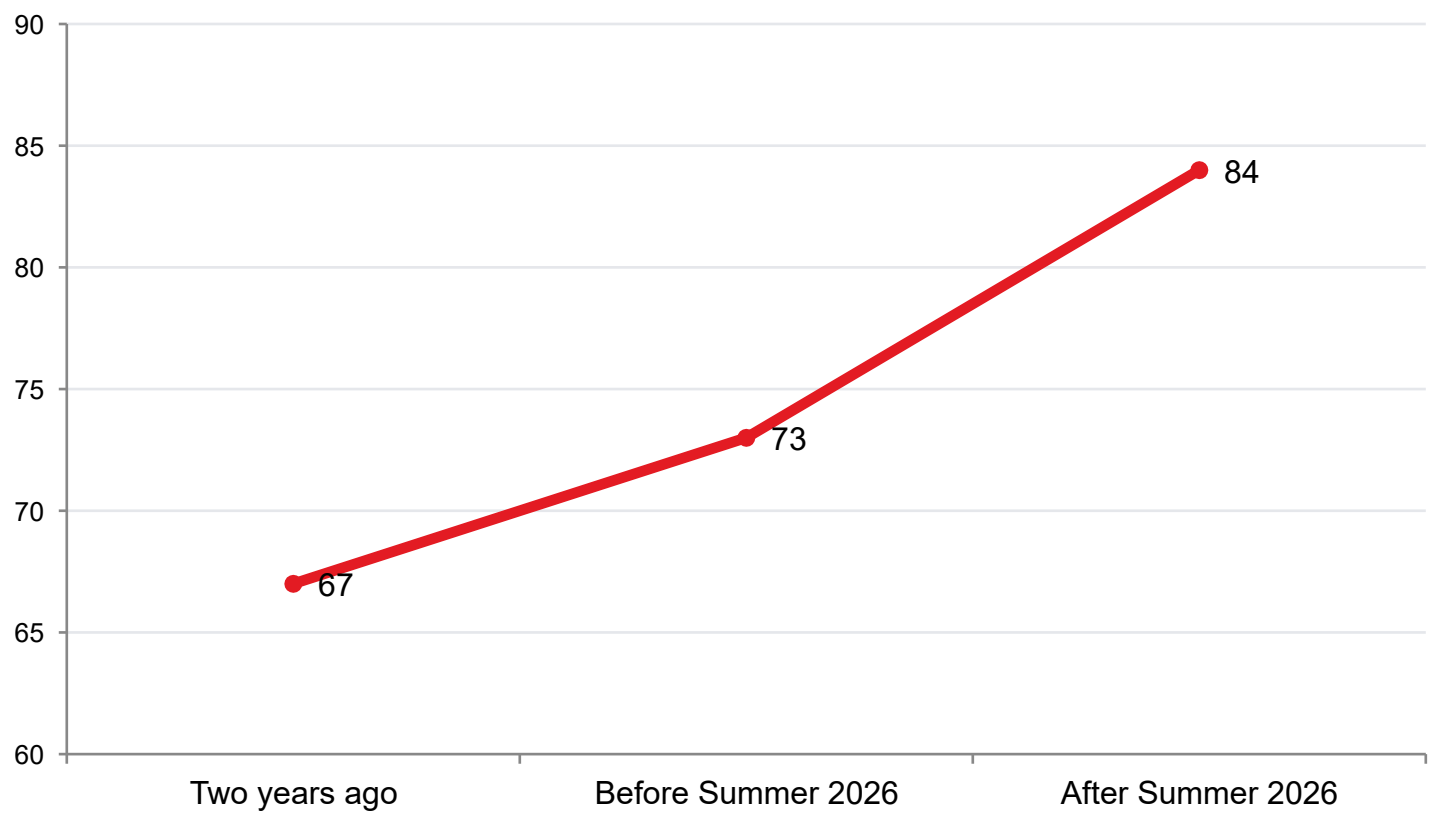
29

38 of 40 participating freshmen successfully passed their summer classes.

Source: KU Success document, Aug. 27, 2026.

A 17-point improvement in two summers

Ninth-grade on-track performance moved from 67% to 84%.



+17

percentage points

in two summers

30

Source: KU Success document, Aug. 27, 2026.

Why it worked

Two principles guided the design of the program.

1 If You Build It, They Will Come

Build learning around student interests while maintaining rigorous academic expectations.

**Engagement → attendance → learning → credit
→ graduation**

2 The Pygmalion Effect

Start with the belief that students can succeed — then provide the relationships, structure and support to make it possible.

**High expectations + exceptional teachers =
results**

31

THIS IS WHAT SUMMER LEARNING CAN DO.

605 students served

Elementary targets met or exceeded

95% freshman summer success

17-point on-track gain in two summers

All Part of Summer Learning.

REAL
PROGRAMS.

REAL
IMPACT.

REAL
RESULTS.



2. Monthly Financial Report	34
Daymond Monteith, Director of Operations	



KLAMATH FALLS CITY SCHOOLS

Keith A. Brown Superintendent

Corrective Action Plan

Klamath Falls City Schools

Audit Period Ending: June 30, 2025 (Note: Standardized to match Finding 2025-01)

Deficiency #1

- **Finding Reference:** 2025-01
- **Prior Year Finding Reference:** 2024 Audit
- **Criteria:** Oregon Revised Statute (**ORS 279**) requires municipal governments to perform strict procurement procedures based on specified spending thresholds for purchase and service agreements.
- **Condition and Context:** For the fiscal year ended June 30, 2023, the District did not perform the mandatory competitive bidding or request for proposal (RFP) procedures prior to purchasing products and awarding contracts. The largest agreement awarded during this period was a master agreement for HVAC construction across four school locations. This agreement omitted a specific total contract amount, though the projected costs are estimated to be between **\$7,000,000 and \$9,000,000**. Because related contract transactions continued into the 2025 fiscal year, this finding persists on the current audit report.
- **Department's Response:** We concur with the finding.
- **Views of Responsible Officials & Corrective Action:**
In **July 2024**, the District took immediate action to ensure total alignment with established procurement policies. The following corrective measures have been implemented:
 - **Standard Operating Procedures:** Created and implemented a formal, step-by-step procurement procedure document (attached).
 - **Visual Workflows:** Developed and distributed procurement flowcharts to help staff easily identify when explicit bidding or RFP procedures are legally required.
 - **Staff Training:** Conducted comprehensive training sessions for relevant personnel on the updated workflows and legislative requirements to prevent future oversight.
- **Name of Responsible Person:** Daymond Monteith, Director of Operations
- **Name of Department Contacts:**
 - Daymond Monteith, Director of Operations
 - Charity VanWinkle, Business Manager

Governing Body Chair, Print Name

Signature

Superintendent, Print Name

Signature

Director of Operations, Print Name

Signature

1336 Avalon Street Klamath Falls, OR 97603 541•883•4700 Phone 541•850•2766 Fax www.kfalls.k12.or.us

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

“Every student, every day, whatever it takes!”

“¡Cada estudiante, todos los días, lo que sea necesario!”

Klamath Falls City Schools

Code: DJC
Adopted: 1/12/26

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*¹ shall apply to the district.²

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.³⁵

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. **Small Procurement.** For purchases of goods and services with a contract price not exceeding \$10,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. **Intermediate Procurement.** For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.
3. **Regular Procurement.** For purchases exceeding \$250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.

¹ Oregon Administrative Rules (OAR) 137-045 - 049

² See ORS 279A.065(5). {The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.}

4. Emergency Procurements. In situations of emergency³, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.
5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.⁴
6. Special Procurements. "Special procurement" means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, and this policy and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.
7. Personal Services Contracts. "Personal services contract," as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.⁵ Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and

36

³ "Emergency" means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

⁴ If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

⁵ This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19))). Also includes architectural, engineering, photogrammetric mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.⁶

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.⁷ The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the district may utilize three quotes⁸:
 - a. The request for the quotes shall be in writing (unless not reasonably practicable)⁹; 37
 - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding \$100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.
4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. Community Benefit Contracts. “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:

⁶ See ORS 670.600 and OAR 459-005-0020.

⁷ Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

⁸ If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

⁹ For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

- a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
- b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
- c. Provide employer -paid family health insurance; and
- d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

END OF POLICY

38

Legal Reference(s):

ORS Chapter 279
ORS Chapter 279A
ORS Chapter 279B

ORS Chapter 279C
ORS 670.600
OAR Chapter 125, Divisions 246 - 249

OAR Chapter 137, Divisions 045 - 049
OAR 459-005-0020

OREGON PROCUREMENT MANUAL, Oregon Department of Administrative Services.

2026-2027 Klamath Falls City Schools General Fund YTD Overview - Revenue August 2026

YTD Local Sources

1.76% of Budget

Prior Year YTD: 2.37% of Actuals

YTD State Sources

25.38% of Budget

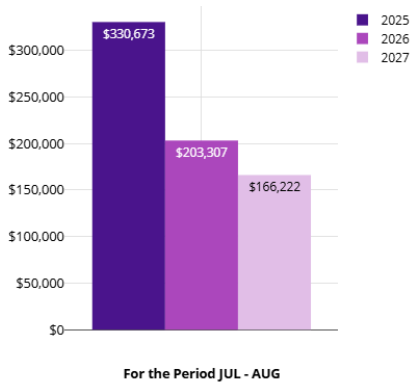
Prior Year YTD: 26.19% of Actuals

YTD All Sources (except 5400s)

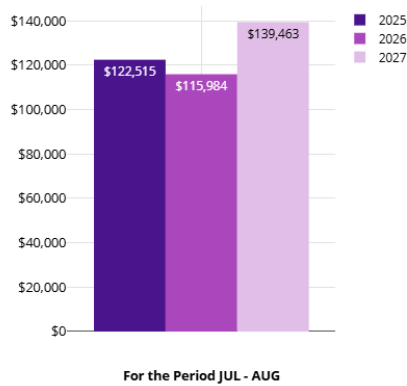
19.30% of Budget

Prior Year YTD: 19.35% of Actuals

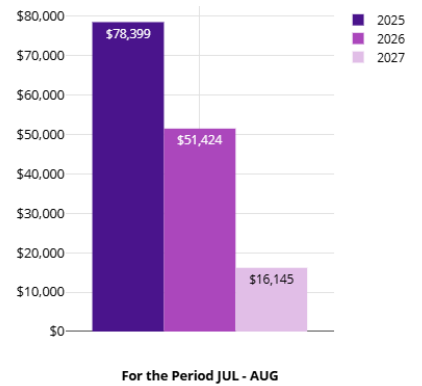
Local Sources (1000s)



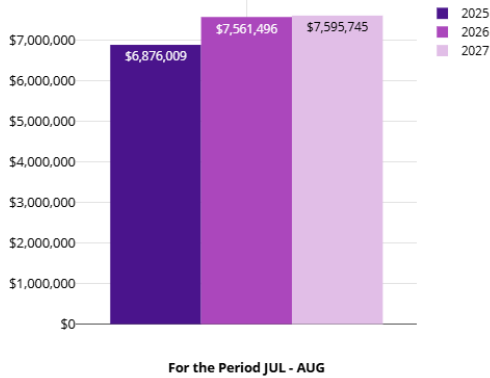
Property Taxes (1100s)



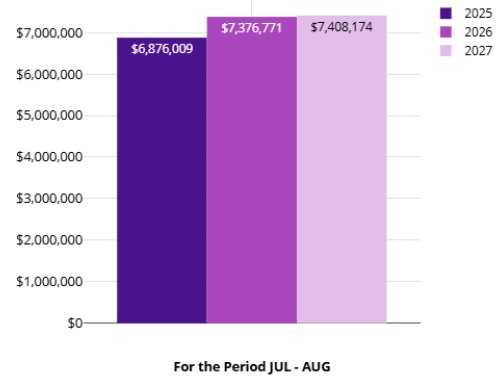
Interest Earnings (1500s)



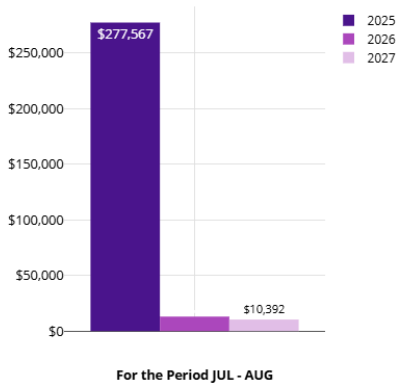
State Sources (3000s)



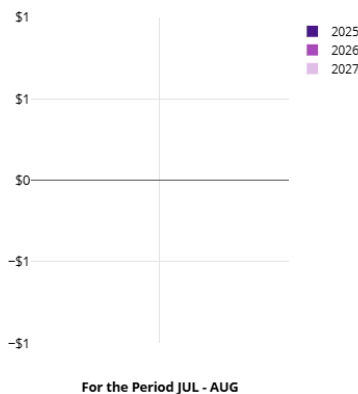
State School Fund (3101)



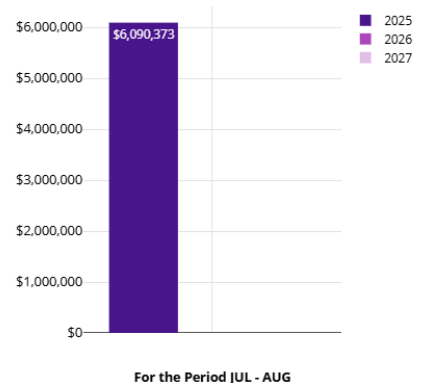
Intermediate Sources (2000s)



Federal Sources (4000s)



Other Sources (5000s)



2026-2027 Klamath Falls City Schools General Fund YTD Overview - Expense August 2026

YTD Salary and Benefits

5.97% of Budget

Prior Year YTD: 5.44% of Actuals

YTD Purchased Services

11.08% of Budget

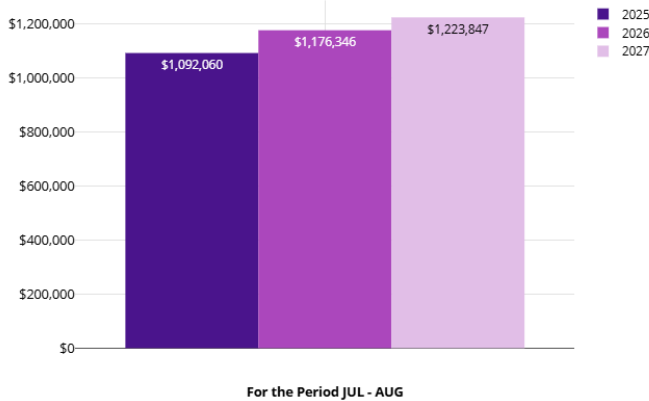
Prior Year YTD: 11.89% of Actuals

YTD Other Expenses

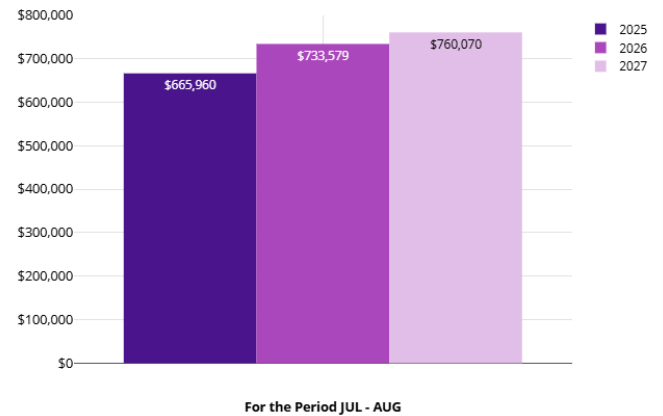
20.94% of Budget

Prior Year YTD: 49.85% of Actuals

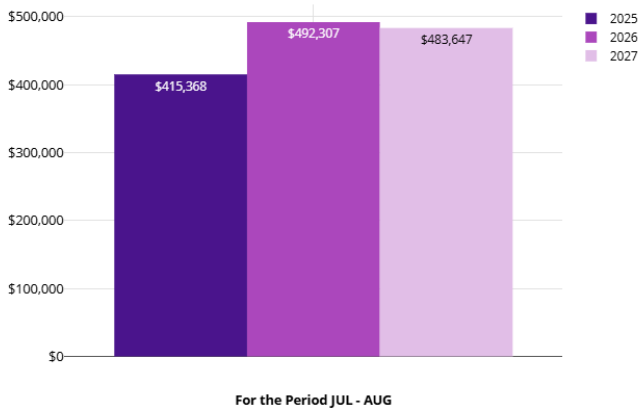
Salaries (100s)



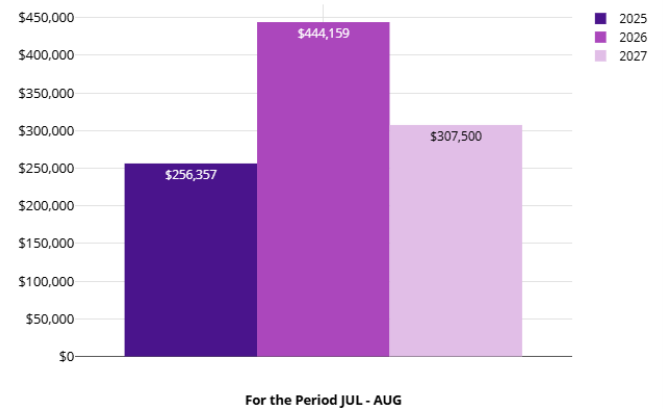
Benefits (200s)



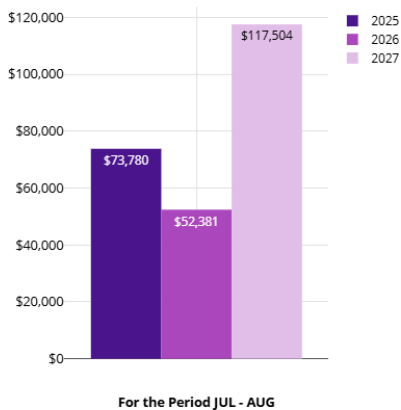
Purchased Services (300s)



Supplies (400s)



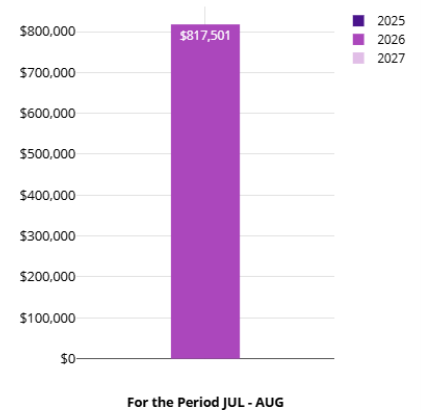
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



100 General fund | Revenue & Expense Summary
Fiscal Year 2026 - 2027
For the Period Ending August 31, 2026

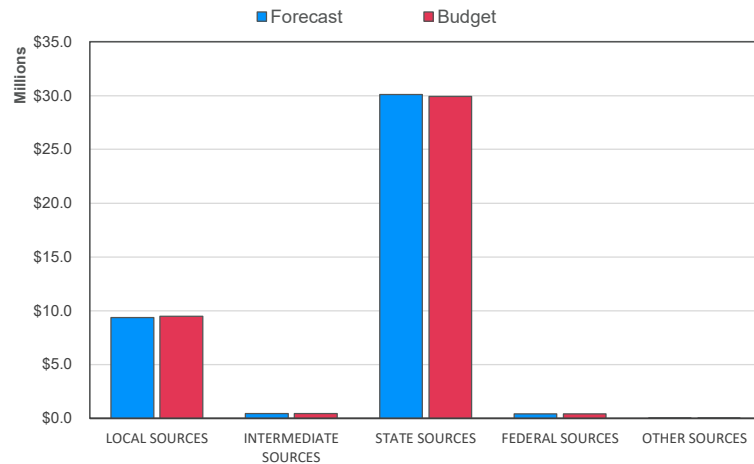
	Period 1 Actual Jul '26	Period 2 Actual Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected Mar '27	Period 10 Projected Apr '27	Period 11 Projected May '27	Period 12 Projected Jun '27	Projected 2026-27 Totals	Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals
R E V E N U E S															
STATE SCHOOL FUND FORMULA:															
Local Taxes	89,941	49,508	48,059	16,170	6,386,732	880,105	146,641	101,107	114,299	67,647	43,462	166,775	8,110,445	8,125,000	139,449
County School Funds	-	10,392	526	-	431	65	6,263	10,315	7,767	426	928	26,309	63,423	58,372	10,392
State School Fund	4,940,149	2,468,025	2,419,494	2,418,894	2,415,110	2,417,069	1,438,719	1,955,819	3,579,920	2,513,430	2,975,262	72,958	29,614,850	29,545,691	7,408,174
Common School Fund	187,571	-	31,477	31,469	31,420	31,445	18,717	25,445	46,574	32,699	38,707	949	476,474	384,382	187,571
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SSF Formula Total	5,217,661	2,527,925	2,499,556	2,466,533	8,833,692	3,328,685	1,610,340	2,092,685	3,748,560	2,614,203	3,058,360	266,991	38,265,192	38,113,445	7,745,586
Local Sources (1000)	17,523	9,250	201,355	33,980	60,824	138,096	75,799	100,031	181,415	80,700	97,958	253,651	1,250,581	1,342,777	26,773
Intermediate Sources (2000)	-	-	3,605	-	2,954	443	42,917	70,684	53,225	2,922	6,361	180,284	363,395	400,000	-
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Sources (4000)	-	-	-	5,548	142,406	14,452	-	-	49,643	53,153	154,798	-	420,000	420,000	-
Other Sources (5000)	-	-	-	-	219	-	-	-	-	-	2,281	-	2,500	2,500	-
Total Operating Revenue	5,235,184	2,537,175	2,704,516	2,506,061	9,040,095	3,481,675	1,729,056	2,263,401	4,032,844	2,750,978	3,319,758	700,926	40,301,669	40,278,722	7,772,359
Beginning Fund Balance (5400)	3,755,611	-	-	-	-	-	-	-	-	-	-	-	-	3,755,611	-
Total Monthly Revenues	8,990,795	2,537,175	2,704,516	2,506,061	9,040,095	3,481,675	1,729,056	2,263,401	4,032,844	2,750,978	3,319,758	700,926	40,301,669	44,034,333	7,772,359
CUMULATIVE RESOURCES	8,990,795	11,527,970	14,232,486	16,738,547	25,778,642	29,260,318	30,989,374	33,252,774	37,285,618	40,036,596	43,356,354	44,057,280			
EXPENDITURES BY OBJECT															
Salaries (100)	627,374	596,474	1,796,027	1,961,715	1,950,953	2,042,686	1,998,432	1,469,501	1,880,250	1,849,867	2,028,804	3,652,274	21,854,355	21,816,978	1,223,847
Employee Benefits (200)	385,368	374,701	931,809	1,001,225	1,050,825	1,024,333	1,023,086	754,887	954,295	961,627	1,018,557	1,986,747	11,467,460	11,393,284	760,070
Purchased Services (300)	345,594	138,053	343,017	385,588	351,076	349,019	358,069	383,607	361,136	382,550	357,021	523,281	4,278,010	4,364,909	483,647
Supplies & Materials (400)	169,655	137,845	189,677	177,966	130,046	91,358	101,529	132,179	116,799	158,846	137,844	105,828	1,649,572	1,702,810	307,500
Capital Outlay (500)	-	117,504	47,829	48,035	1,413,233	149,898	26,677	392,545	96,560	304,090	247,907	(1,884,532)	959,746	890,000	117,504
Insurance/Other (600)	202,297	725,446	34,228	31,319	12,714	27,066	14,169	6,698	19,131	15,898	49,623	20,609	1,159,198	1,366,352	927,743
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	2,524	2,391	2,342,688	2,347,603	2,500,000	-
Total Operating Expenditures	1,730,288	2,090,023	3,342,587	3,605,847	4,908,846	3,684,360	3,521,960	3,139,418	3,428,171	3,675,401	3,842,146	6,746,895	43,715,943	44,034,333	3,820,311
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Monthly Expenditures	1,730,288	2,090,023	3,342,587	3,605,847	4,908,846	3,684,360	3,521,960	3,139,418	3,428,171	3,675,401	3,842,146	6,746,895	43,715,943	44,034,333	3,820,311
CUMULATIVE EXPENDITURES	1,730,288	3,820,311	7,162,898	10,768,745	15,677,591	19,361,951	22,883,911	26,023,329	29,451,500	33,126,902	36,969,048	43,715,943			
Month-end Fund Balance	7,260,507	7,707,660	7,069,588	5,969,802	10,101,051	9,898,367	8,105,462	7,229,445	7,834,118	6,909,695	6,387,307	341,337			3,952,049

General Fund | Financial Projection

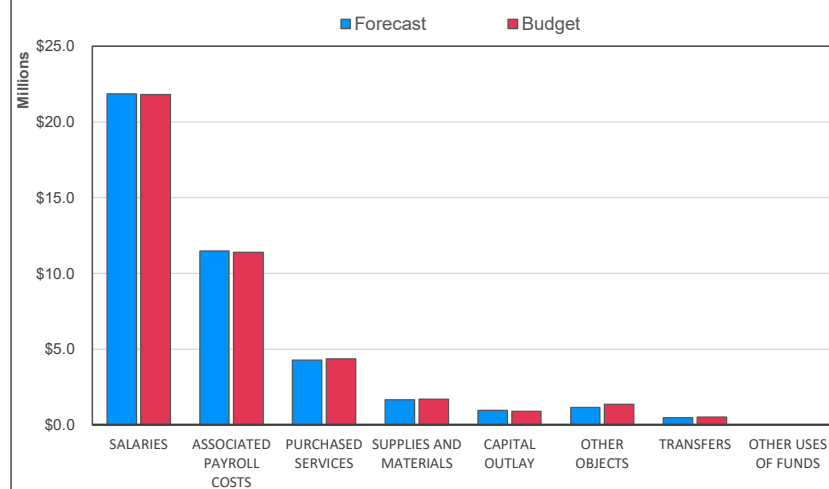
For the Period Ending August 31, 2026

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$0	\$0		\$3,755,611	\$3,755,611	\$0
REVENUES						
Local Sources	\$203,307	\$166,222	\$9,194,805	\$9,361,027	\$9,467,777	(\$106,750)
Intermediate Sources	13,042	10,392	416,426	426,818	458,372	(31,554)
State Sources	7,561,496	7,595,745	22,495,579	30,091,325	29,930,073	161,252
Federal Sources	0	0	420,000	420,000	420,000	0
Other Sources	0	0	2,500	2,500	2,500	0
TOTAL REVENUE	\$7,777,845	\$7,772,359	\$32,529,310	\$44,057,280	\$44,034,333	\$22,947
EXPENDITURES						
Salaries	\$1,176,346	\$1,223,847	\$20,630,508	\$21,854,355	\$21,816,978	(\$37,377)
Associated Payroll Costs	733,579	760,070	10,707,390	11,467,460	11,393,284	(74,176)
Purchased Services	492,307	483,647	3,794,363	4,278,010	4,364,909	86,899
Supplies and Materials	444,159	307,500	1,342,072	1,649,572	1,702,810	53,238
Capital Outlay	52,381	117,504	842,242	959,746	890,000	(69,746)
Other Objects	794,763	927,743	231,455	1,159,198	1,366,352	207,154
Transfers	817,501	0	469,521	469,521	500,000	30,479
Other Uses of Funds	0	0	0	0	0	0
Contingencies	0	0	1,878,082	1,878,082	2,000,000	121,918
Unappropriated Ending Fund Balance	0	0	0	0	0	0
TOTAL EXPENDITURES	\$4,511,036	\$3,820,311	\$39,895,632	\$43,715,943	\$44,034,333	\$318,389
SURPLUS / (DEFICIT)	\$3,266,810	\$3,952,049		\$341,337	\$0	\$341,336
Ending Fund Balance	\$6,979,996	\$4,364,170			\$3,755,611	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget





3. CTE Program Report

Rod Heyen, KUHS Principal and Carly Lynch

44

Klamath Union High School

PROFESSIONAL SKILLS RUBRIC



COMMUNICATION	TEAMWORK	LEADERSHIP	PROBLEM SOLVING
Measuring the individual's ability and willingness to exchange information using a variety of methods	A measure of an individual's ability and willingness to collaborate with others to achieve a common goal	A measure of an individual's ability and willingness to lead and inspire others to achieve a common goal	A measure of an individual's ability and willingness to apply logic and analytical skills to find answers to complex issues.
<u>EXPERT</u> <u>Inspires others to have a voice</u> ☐ Takes the lead in facilitating and presenting ideas with diverse audiences	<u>EXPERT</u> <u>Empowers Teams to Thrive</u> ☐ Encourages all team members to employ their strengths, develop their weaknesses and take risks ☐ Creates a positive culture by motivating others to grow personally and professionally	<u>EXPERT</u> <u>Leads with Vision and Purpose</u> ☐ Takes ownership for long term vision, growth and impact ☐ Leads with emotional maturity, inclusiveness and flexibility to handle unforeseen circumstances	<u>EXPERT</u> <u>Turns Challenges Into Opportunities</u> ☐ Seeks and accepts feedback, self- reflects and adapts accordingly ☐ Creates processes that proactively address current and future problems
<u>Proficient</u> ☐ Utilizes a responsible and respectful approach in verbal and non verbal, written and digital communication ☐ Communicates appropriately using technical vocabulary and concepts accurately ☐ Actively listens, shares and asks questions to engage others with empathy and understanding	<u>Proficient</u> ☐ Coordinates essential project needs and team resources to achieve a shared goal ☐ Respects personal and professional boundaries and values the strengths and talents of all team members ☐ Contributes fresh ideas with confidence and enthusiasm	<u>Proficient</u> ☐ Communicates a clear, consistent vision creates buy-in, and reports outcomes efficiently ☐ Delegates and adjusts responsibility to self and others based on the strengths and capacities of each team member ☐ Serves as a role model by taking ownership of the entire project and desired goals	<u>Proficient</u> ☐ Anticipates, defines and addresses problems, solutions and outcomes with persistence ☐ Develops effective strategies using expanded and appropriate resources ☐ Evaluates and communicates outcomes
<u>Approaching Proficiency</u> ☐ Strives to utilize a responsible and respectful approach in verbal, non verbal, written and digital communication ☐ Communication using technical vocabulary and concepts ☐ Listens, shares, and asks questions to engage others	<u>Approaching Proficiency</u> ☐ Identifies essential project needs and team resources ☐ Recognizes personal and professional boundaries and strives to value the strengths and talents of all team members ☐ Contributes ideas	<u>Approaching Proficiency</u> ☐ Communicates a vision and creates some buy-in and reports outcomes ☐ Delegates responsibilities to self and others ☐ Strives to take ownership of the entire project and desired goals	<u>Approaching Proficiency</u> ☐ Defines problems and potential solutions- uses appropriate strategies and provided resources ☐ Recognizes and communicates outcomes
<u>Novice</u> ☐ Developing verbal, non verbal written and digital communication skills.	<u>Novice</u> ☐ Developing the ability to collaborate with others to achieve a common goal	<u>Novice</u> ☐ Developing the ability to lead and inspire others to achieve a common goal	<u>Novice</u> ☐ Developing the ability to identify problems and solutions



WORK-BASED LEARNING

GOAL



Preparing the next generation to thrive in the Greater Klamath Basin — where education meets opportunity and real experience builds tomorrow's workforce.



GUEST SPEAKERS

CAREER FAIR/DAY

WORK PLACE
TOUR

INFORMATIONAL
INTERVIEW

JOB SHADOW

INTERNSHIPS

MENTORSHIP

SERVICE LEARNING

CLINICAL LEARNING

EMPLOYMENT

ENTREPRENEURSHIP /
STUDENT ENTERPRISE

YOUTH/REGISTERED
APPRENTICESHIP

SUPERVISED
AGRICULTURAL
EXPERIENCE



WHAT HAPPENS WHEN EDUCATION AND INDUSTRY WORK TOGETHER?

When local businesses partner with schools, students gain skills, employers gain talent, and the Basin gains a stronger future.

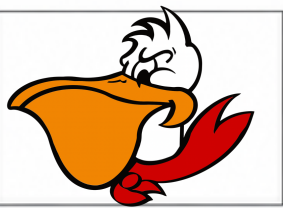
45

School	Enrollment	Seniors → Workforce
Klamath Union High School	660	165
Henley High School	697	174
Mazama High School	692	173
Eagle Ridge High School	129	32
Bonanza Jr./Sr. High (9-12 est.)	128	32
TOTAL	2,306	576



SKY LAKES





CTE WORKFORCE DEVELOPMENT

3 YEAR GROWTH

Carly Lynch
Rural Health
Transformation
Program Administrator
lynchc@kfalls.k12.or.us

HEALTH OCCUPATIONS PROGRAM

YEAR 1

2024 – 2025

KU CAMPUS



BUILDING THE FOUNDATION

Introduction to Health Occupations

Part-Time Teacher
0.5 FTE
Semester 1 & 2

Students explore the world of healthcare and discover their future opportunities.

YEAR 2

2025 – 2026

KU CAMPUS



EXPANDING AT KU

Introduction to Health Occupations

0.5 Teacher
Semester 1

Sports Medicine
0.5 Teacher
Semester 2

SKY LAKES CAMPUS CTE REGIONAL CENTER



EXPANDING OPPORTUNITIES AT SKY LAKES

Students are BUSSED to the CTE Regional Center at Sky Lakes for advanced health education classes.



CNA
Pathway



MA
Pathway



Patient Care
Class

YEAR 3

2026 – 2027

KU CAMPUS



GROWING OUR PROGRAM AT KU

Adding a 1.0 FTE Health Occupations Teacher

Introduction to Health Occupations

Survey of EMS

SKY LAKES CAMPUS CTE REGIONAL CENTER



CONTINUING ADVANCED LEARNING AT SKY LAKES

Students continue to be BUSSED to Sky Lakes for advanced pathway courses and clinical learning.



STUDENT IMPACT & PROGRAM GROWTH

YEAR 1

2024 – 2025



90

STUDENTS ON
KU CAMPUS

Introduction to Health Occupations

YEAR 2

2025 – 2026



90

STUDENTS ON
KU CAMPUS

Introduction to Health Occupations + Sports Medicine



90

STUDENTS ON
CTE REGIONAL CAMPUS

Advanced Health Education Classes



180

STUDENTS ON
KU CAMPUS

90 – Introduction to Health Occupations
90 – Survey of EMS



100

STUDENTS ON
CTE REGIONAL CAMPUS

Advanced Health Education Classes

RURAL HEALTH TRANSFORMATION GRANT SUMMARY

The Rural Health Transformation Grant (RHTP) supports rural communities in building and expanding healthcare education and workforce pathways.

\$22 MILLION

CAME TO KLAMATH COUNTY ALONE WITH RHTP

KLAMATH FALLS CITY SCHOOL DISTRICT
IS THE ONLY SCHOOL DISTRICT TO HAVE
RECEIVED MONEY IN THE STATE OF OREGON.

TOTAL RHTP GRANT AWARD

\$5.2 MILLION

One Grant | Three Partners | A Stronger Rural Future



KLAMATH UNION
HIGH SCHOOL

Portion of \$5.2M
(Projects 2 & 3)



KLAMATH
COMMUNITY COLLEGE

\$1.3 MILLION
of the \$5.2M



SKY LAKES
MEDICAL CENTER

\$1.8 MILLION
of the \$5.2M

4. 2025-2026 Integrated Plan Report (includes SIA and M98 Grants) Daymond Monteith, Executive Director of Alternative Education	48
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Klamath County JDEP 2025-26 Integrated Programs Annual Report Template

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions

Question	Context/Guidance
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	Outcome C: Strengthened Cross-Agency Collaboration and Transition Planning is one outcome area where we have made progress in implementation this past year. The level of systems work between both school districts, detention staff and community agencies has firmed up considerably. The entities engaged in collaboration on developing transition systems include Klamath Works, Parole and Probation, Detention, school sites, and KBBH (Klamath Basin Behavioral Health) our other LTCT site. Our collaboration methods are complex, as we are a county-wide facility and have students from both Klamath Falls City Schools as well as Klamath County School District. Unfortunately, the rate of recidivism is relatively high. Often, we have multiple agencies working with the same student and family members. But the networking system has strengthened over the last year with staff and community partners attending hearings and providing updates. We have worked to formalize the communication system, and it has evolved as stated in Strategy C3: Formalize communication systems between KFCS, detention staff, and community agencies to share timely information and coordinate re-enrollment and service provision. This outcome was probably the most successful of the three we proposed. When students leave our site to return to the traditional school setting, there is a plan in place for a smooth reentry into both districts. It wasn't just one way communication where the detention team communicated with the education school

	team it was both ways; if there was a recurrence, the school's education team would then communicate with our detention team. It was our intention to keep moving the students' education forward without delving too deeply into the criminality factors but rather sticking to their academic progress. By working together, we want to inspire these students to truly believe that knowledge is power, and getting a better education is a path toward a brighter future.
2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	Outcome B Improved Post-Secondary & Workforce Readiness for Justice-Involved Youth is the area we are experiencing some challenges to progress. This is primarily due to the heavy lift this outcome describes for the population being served. Our facility only has a youth for approximately 2 days; it doesn't make sense for them to be working or begin working on a FAFSA in that short of a timeframe. When a youth leaves, we currently don't continue to track their progress, they are handed off to their home school. The only data we receive is if they reoffend. One possible way to overcome this barrier is strengthen the 2-way communication, learn what their goals & dreams are and help the students accomplish them. Then intentionally track the data, follow the student, communicate with the school on who's working on the reintegration into their home school and the next steps to personal goals. As we strive to strengthen this outcome and strategies, the need to never lose sight of these youth. The development of a system that continues to track data on their success, how to continue to support them as a focal group of the school population, connect youth from the JDEP that are having success in the school setting with those youth transitioning into the school as a support system. This is our goal to support youth reaching their hopes and dreams.

4. **NEW BUSINESS/ACTION ITEMS**

Andrew Biggs, Board Chair

1. First Reading of Policy KNA — Immigration Enforcement on District Property 51
Daymond Monteith, Executive Director of Operations and Charity Roach, Business Manager
Attached you will find the proposed KNA policy, two ARs, and the accompanying summary.
You will also find the drafted versions of these documents, which are the versions being brought to the Board for approval.



CONTENTS

80th Annual Convention

Nov. 12-14, 2026
Portland Marriott
Downtown
Waterfront, Portland,
OR

KNA – Immigration Enforcement on District Property, Required, *New*
KNA-AR(1) – Interactions with Immigration Enforcement, Highly Recommended, *New*
KNA-AR(2) – Federal Immigration Enforcement Request Log, Optional, *New*

IMMIGRATION ENFORCEMENT

Summary

In 2026, the Oregon Legislature adopted three bills related to federal immigration enforcement in schools: Senate Bill (SB) 1538, SB 1594, and House Bill (HB) 4079). These new laws require the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools, which are available [here](#). Districts must provide these model AG policies to employees, and must adopt a policy that is consistent the AG model policies by September 30, 2026.

The district-adopted policy must:

- Designate an individual to be the primary contact for immigration enforcement;
- Include requirements for notifying students, parents, staff and the community when federal immigration officials are confirmed to be on district property for enforcement purposes;
- Include training requirements for designated individuals;
- Be included in the student handbook and in culturally appropriate languages on the district's website; and
- Include any other requirements provided by law.

OSBA is releasing a new sample policy to help meet these requirements and two new administrative regulations to assist in the implementation of this policy.

Collective Bargaining Impact

None

Local District Responsibility

Review the policy and administrative regulations listed below and adopt a policy by September 30, 2026.

Policy Update is a
subscription publication
of the Oregon School
Boards Association

Emielle Nischik

Executive Director

Haley Percell

Chief Legal Officer

Deputy Executive Director

Michael Miller

Director of Legal Services

Spencer Lewis

Deputy Legal and Policy

Officer

Rick Stucky

Policy Services Specialist

Leslie Fisher

Policy Services Specialist

Colleen Allen

Senior Policy Services

Assistant

Jean Chiappisi

Senior Policy Services

Assistant

If you have questions
regarding this publication
or OSBA, please call
our offices:
503-588-2800 or 800-578-6722

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

Policy(ies) and ARs Impacted by these Revisions

KNA – Immigration Enforcement on District Property, Required, *New*

KNA-AR(1) – Interactions with Immigration Enforcement, Highly Recommended, *New*

KNA-AR(2) – Federal Immigration Enforcement Request Log, Optional, *New*

ABOUT *POLICY UPDATE*

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

TRY OUR ONLINE POLICY DEMO

OSBA's online policy service has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally located policy manual updated electronically, you have instant access to current district policies.

Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

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 website². [The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position {⁴}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration liaison” {⁵}). The [alternate position] 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 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].
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - 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 or 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 information⁶ 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);
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

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.

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](#)

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."}

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).

PROPOSED

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The [position] is designated as the “immigration liaison.”

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;

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- (3) Time, date, and location of the request;
- (4) The nature of the request;
- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
- (6) Whether the request requires an immediate response;
- (7) The identification of witnesses present; and
- (8) How the encounter concluded.

- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

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

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. [School-Sponsored Events]

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.]

5. [School Transportation/Buses]

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

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Additional notes:

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Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

OSBA Model Sample Policy

Code: KNA
Adopted: New date

Immigration Enforcement on District Property

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.

Designation of Primary Point of Contact

The Safety and Compliance Officer is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district.

The Safety and Compliance Officer's responsibilities include:

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 Safety and Compliance Officer 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 grades 6 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 Safety and Compliance Officer at the district office.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
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 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.

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).

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed: New date

Interactions with Immigration Enforcement

The Safety and Compliance Officer is the designated point of contact.

1. Staff shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the Safety and Compliance officer on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district's facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the Safety and Compliance Officer if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the Safety and Compliance officer. The Safety and Compliance officer is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The Safety and Compliance officer should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The Safety and Compliance officer shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The Safety and Compliance officer should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The Safety and Compliance officer should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The Safety and Compliance officer must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;

- (3) Time, date, and location of the request;
 - (4) The nature of the request;
 - (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
 - (6) Whether the request requires an immediate response;
 - (7) The identification of witnesses present; and
 - (8) How the encounter concluded.
- h. The Safety and Compliance officer shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The Safety and Compliance officer shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The Safety and Compliance officer should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

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

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The Safety and Compliance officer shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the Safety and Compliance officer to decline the request.

Upon direction of the superintendent or designee, the Safety and Compliance officer shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The Safety and Compliance officer shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the Safety and Compliance officer to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
------	---------------	---------------------

Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

5. **OLD BUSINESS/ACTION ITEMS**

Andrew Biggs, Board Chair

1. Approval of OSBA policy rewrite section I

Daymond Monteith, Executive Director of Operations and Charity Roach, Business Manager

6. **BOARD MEMBER COMMENTS**

2025-2026 KFCS Board of Education Members

7. **CLOSING COMMENTS FROM THE CHAIR**

Andrew Biggs, Board Chair

8. **ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING**

Andrew Biggs, Board Chair

The Klamath Falls City Schools Board of Education will meet in Executive Session which is being held pursuant to **ORS 192.660(2)(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.**

Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.

9. **EXECUTIVE SESSION**

Renee Clark, Executive Director of Human Resources

1. Level III Grievance (Snook grievance) ORS 192.660(2)(b)

Renee Clark, Executive Director of Human Resources

ORS 192.660 (2)(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.

10. **ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING**

Andrew Biggs, Board Chair

The Board has concluded its Executive Session and reconvened in public session. After careful deliberation, the Board is prepared to make a decision and take any necessary action regarding the matter previously discussed in the Executive Session.

1. Board Decision regarding Level III Grievance (Snook Grievance)

Andrew Biggs, Board Chair

11. **ADJOURNMENT**

Andrew Biggs, Board Chair