



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

October 12, 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.

Laycee Crist-Graham, 616 Lincoln St, Ponderosa student- in-person

I am an eighth-grade student at Ponderosa Middle School, and I want to share how the implementation of the NES model has affected my experience at school. Before these changes, school felt like a place where I could learn, spend time with my friends, and feel comfortable being myself. Now, school feels completely different. To me, it feels more like a prison than a place where students are supposed to

learn and grow.

Since the NES model was implemented, I have noticed a major change in how I feel about going to school. I no longer look forward to coming to school, and there are times when I genuinely hate having to go. The rules, structure, and environment have made me feel like I have very little freedom or control over my own school experience. Instead of feeling motivated to learn, I often find myself focused on getting through the day.

Most importantly, I feel like these changes are affecting my mental health. Thinking about going to school can cause me a lot of anxiety, sometimes even before I arrive. I can feel stressed and overwhelmed just knowing that I have to spend another day in an environment where I don't feel comfortable. School already takes up a large part of my life, so it is difficult when the place I spend so much time in is also a major source of stress.

I understand that schools need rules and structure, and I know the NES model was created with the goal of improving schools. However, I believe students' feelings and mental health should also be considered. Students should feel safe, respected, and supported at school. I hope my experience can help adults understand how these changes can affect students and encourage them to listen to our concerns.

Vanessa Pate, 1242 Owens St. KFO; in-person

Mills NES

4. Superintendent's Comments

Keith A. Brown, Superintendent

KFEA CBA Article 15.L.3 -

At each year's October KFCS School Board meeting, the Superintendent will report on each school's plan toward achieving class size, composition and total daily student contact that maximizes student learning with resources available.

5. Gifts to the District

Andrew Biggs, Board Chair

There are no gifts to recognize this month. However, we want to take this opportunity to express our heartfelt appreciation to everyone who so generously gives their time, talents, and treasures to support our district. Your continued generosity, dedication, and willingness to invest in our schools and students are truly valued and make a meaningful difference throughout our district.

2. NEW BUSINESS/ACTION ITEM

Andrew Biggs, Board Chair

1. Appointment of Zone 1- Roosevelt, Board of Education Representative

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Andrew Biggs, Board Chair

Five individuals submitted applications to fill the vacant Zone 1 position on the KFCS Board of Education, representing the Roosevelt Elementary School area. We would like to sincerely thank Jaynee Coslet, Natalie Griffin, Amy Stercho, Kali Carter, and Holly Stork for their interest in serving our district and community.

On the sheet in front of you, please write your first and second pick. I will then tally those.

This is an action item. At this time, I will open the floor for a motion.

Once the vote is complete, the newly appointed board member will need to take the Oath of Office (attached, read aloud, if present)

Klamath Falls City Schools

Code: BBBB
Adopted: 10/09/06
Revised/Readopted: 3/06/17; 1/12/26
Orig. Code(s): BBBB

Board Member Oath of Office

Any elected or appointed Board member must qualify by taking an oath of office before assuming the duties of office. The oath of office will be in the following form:

I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States, the Constitution of the state of Oregon and the laws thereof, and the policies of the Klamath Falls City School District. During my term, I will faithfully and impartially discharge the responsibilities of the Office of School Board Member to the best of my ability.

END OF POLICY

Legal Reference(s):

[ORS 332.005](#)

3. **CONSENT AGENDA**

Andrew Biggs, Board Chair

1. Approval of Previous Month's Meeting Minutes (9/14/26)

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Andrew Biggs, Board Chair

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, September 14, 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 – 6:01 PM

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

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

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

Others: Rod Heyen, Terry Bennett, Maureen Lundy, Dan Stearns, Bill Patterson, Chandler Pogue, Meagan Barnhart-Pogue, Carly Lynch, Sara Johnson, Amanda Fanning, Sari Saluskin, Scott Olsen, Tori Hancock, and Liz Haugh

Zoom: Gretchen Knutson, Jeff Haudenschild, Justin Fowler, Nick Collins, Jared McCleve, Rebecca Crist, S. Han 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.

Public Comment – Amanda Fanning, KUHS English Department-Sari, Liz, & Tori

Amanda Fanning, an English teacher at Klamath Union High School, spoke on behalf of the English Department regarding concerns about the elimination of advanced-level English courses and increased class sizes. She stated that Advanced English 9 is no longer being offered and expressed concern that Advanced English 10 may also be eliminated next year. She noted that approximately 150 students no longer have access to an advanced English course at the lower grade levels.

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Ms. Fanning expressed concern that eliminating these courses could affect students' preparation for upper-level courses, including AP English Literature and Writing 121-122, and could eventually jeopardize the ability to offer those courses.

She also addressed staffing levels, stating that the department decreased from four full-time and one part-time English teacher last year to three full-time and one part-time teacher this year. She reported that some English classes have as many as 38 students and stated that larger class sizes make it difficult for teachers to provide individual support and build meaningful connections with students.

Ms. Fanning asked the district to consider adding at least a part-time English teacher to reduce class sizes and allow Advanced English 9 to be offered again.

Public Comment – Rebecca Crist

Rebecca Crist, 616 Lincoln, addressed the Board via Zoom, regarding the selection of Mills Elementary and Ponderosa Middle School for the new KFCS NES model. She asked what criteria were used to select the two schools and whether student demographics, including race, ethnicity, socioeconomic status, or disability, factored into the decision.

Ms. Crist expressed concerns about requiring students at these schools to attend longer school days and additional school days and questioned whether the impacts on working families, childcare, transportation, students with disabilities, and family schedules were considered. She also asked what evidence supports the additional instructional time and why other district schools were not selected.

Ms. Crist raised concerns regarding the level and timing of parent and community involvement prior to the Board's approval. She stated that parents should have had a meaningful opportunity to understand, discuss, and provide input on the proposed changes before a decision was made.

The Board Chair explained that, pursuant to Board policy, Board members do not respond to public comments as they are presented. Ms. Crist was informed that a district representative would follow up with her and provide responses to her questions.

Public Comment – Justin Fowler

Justin Fowler, 2711 Crater Street, addressed the Board via Zoom, regarding concerns with the new education system (NES) model at Ponderosa Middle School and Mills Elementary School. Mr. Fowler identified himself as a father of five, with four children attending schools within the district.

Mr. Fowler questioned why Ponderosa and Mills were selected for the model when all district schools operate under the same state standards. He referenced Oregon school report card data and stated that schools in more socioeconomically stable neighborhoods have higher English and math proficiency rates. He expressed his belief that achievement gaps are connected to

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socioeconomic challenges and questioned whether the NES model addresses those underlying factors.

Mr. Fowler also expressed concerns about the instructional structure of the NES model, including centrally developed lessons, timed instruction, and expectations related to instructional pacing. He questioned whether this approach allows teachers sufficient professional autonomy and supports meaningful student learning.

Additionally, Mr. Fowler raised concerns regarding the use of AI-generated instructional materials and the need to ensure the accuracy and appropriate review of content, particularly in subjects such as math, science, history, and civics.

Mr. Fowler encouraged the Board to consider approaches that emphasize teacher expertise, student-teacher relationships, community school strategies, behavioral support, and experiential STEM opportunities.

The Board Chair reiterated that, pursuant to Board policy, Board members do not respond to public comments as they are presented and indicated that a district representative could follow up with Mr. Fowler.

1.4. Superintendent's Comments

Presenter: Dr. Keith Brown, Superintendent

Dr. Brown welcomed Board members, staff, families, and community members and reported a positive start to the school year across district campuses. He stated that the district remains focused on the success, well-being, and growth of students and staff.

Dr. Brown highlighted recent professional development and staff in-service activities, during which staff aligned shared goals, established expectations, and prepared welcoming learning environments. Staff also participated in Capturing Kids' Hearts (CKH) training focused on strengthening relationships, building trust, and ensuring students feel safe, seen, and valued.

The district also launched its work around the New Education System (NES) alignment model, with a focus on instructional excellence, academic growth, and modern learning.

Dr. Brown reported that Klamath Falls City Schools recently participated as a featured community presenter at the Klamath Community College (KCC) Board Retreat. District representatives shared information regarding the district's mission, core values, strategic direction, and 2026-27 Superintendent goals. Presentations also included updates on CKH and NES implementation and training.

Carly Lynch presented information regarding the expansion of Career and Technical Education (CTE) programs and opportunities associated with the Rural School Grant to support future student pathways.

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Dr. Brown concluded by recognizing the dedication of district staff and the support of the community and expressed optimism for a productive and rewarding school year.

2. CONSENT AGENDA

Presenter: Andrew Biggs, Board Chair

- 2.1. Approval of the Previous Month's Meeting Minutes (8/10/26)
- 2.2. Approval of the Special Meeting Minutes (8/31/26)
- 2.3. Approval of the Current Agenda
- 2.4. Approval of the Personnel Agenda (removed per HR request)

The Board considered the Consent Agenda, which included approval of the August 10, 2026 Regular Board Meeting minutes, August 31, 2026 Special Board Meeting minutes, and the current meeting agenda. Item 2.4, Personnel Agenda, was removed from consideration.

MOTION: Trina Perez made a motion approve the consent agenda as presented minus item 2.4, 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, Nicole Trejo, Vanessa Bennett, Kathy Hewitt, Trina Perez and Kelsey Bitzer voted in the affirmative. There were no dissensions. **The motion carried.**

3. REPORTS

Presenter: Andrew Biggs, Board Chair

- 3.1. **School Improvement Report**
Presenter: Dan Stearns and Bill Patterson

Summer Learning Program Report

Dan Stearns, KUHS CTE Digital Media teacher and grant writer, and Bill Patterson presented an update on the district's Summer Learning Program. Mr. Stearns reported that the district received \$632,308 in summer learning grant funding annually for three years, covering summers 2026, 2027, and 2028, an increase from the \$409,000 received in 2025.

The district served 605 unique students through its summer programs and reached approximately 83% of overall program capacity. Programs were offered from pre-K through high school and included transition programs for students entering middle and high school, credit recovery, and a strong literacy component across programs. At KUHS, 40 students

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enrolled in the ninth-grade transition program, with 38 completing the course and 20 students moving back on track toward graduation.

Mr. Stearns reported that the percentage of participating ninth-grade students on track increased from 67% to 84% over the past two years. He emphasized the importance of engaging students through creative instruction and selecting teachers who believe students can be successful. Areas identified for improvement included increasing participation at the high school level and among sixth- and seventh-grade students. Planning and recruitment for next summer will begin in January.

Mr. Patterson highlighted elementary and middle school programming. Mills and Conger served approximately 150 students, nearly doubling the previous year's elementary participation, and 82% of participating students increased their literacy scores. The middle-level program included 55 incoming fifth graders and incorporated activities and field trips to encourage consistent attendance. Approximately 56% of participating middle-level students showed literacy growth.

Mr. Patterson also reported that the district received an additional \$227,000 through CCLC funding over two years, which helped fund KLC summer programming and additional opportunities. Sports camps were incorporated into summer programming, with 198 students participating.

Mr. Stearns explained that ODE requires programs to evaluate outcomes and identify areas for improvement. The district plans to focus on increasing sixth- and seventh-grade and high school participation and hopes to continue improving the percentage of ninth-grade students who are on track to graduate. Mr. Patterson noted that ODE's participation target is 90% of projected enrollment and the district achieved approximately 83%.

Board members asked about KLC funding and whether funds were used to purchase books. Mr. Patterson explained that KLC operates primarily as an online credit-recovery model and was funded through CCLC. Mr. Stearns clarified that the high school summer programs are primarily focused on credit recovery.

3.2. Month Financial Report

Presenter: Daymond Monteith, Executive Director of Operations

Mr. Monteith presented the monthly financial report reflecting district revenues and expenditures through August 31, 2026. He noted that the report includes only two months of actual financial activity, with the remaining ten months based largely on projections. July and August are not representative of typical monthly activity due to the receipt of two State School Fund payments in July and reduced payroll expenses during the summer months.

Mr. Monteith reported projected State School Fund revenue of approximately \$29.545 million, based on a projected enrollment of 2,633 students. Current preliminary enrollment is

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approximately 2,580 students, about 50 students below the spring projection. He emphasized that enrollment numbers remain preliminary this early in the school year.

The district budgeted an ending fund balance of approximately \$3.7 million carried forward from the previous fiscal year. The final amount will not be known until completion of the annual audit in December. Preliminary information indicates the actual ending fund balance may be lower than projected; however, Mr. Monteith stated it is too early to determine the final amount.

Mr. Monteith also informed the Board of a corrective action plan included in the packet requiring the Board Chair's signature. The plan relates to a procurement finding from the 2025 audit involving a multi-year contract originating in 2023. He explained that the corrective action plan is the same plan submitted during the previous two years and requires an annual report and Board Chair signature.

3.3. CTE Report

Presenter: Carly Lynch, Temp Grant Administrator

CTE & Workforce Development/RHTP Grant Presentation

Carly Lynch presented an update on Klamath Union High School's Career and Technical Education (CTE) and workforce development programs, highlighting the district's receipt of approximately \$5.2 million through the Rural Health Transformation Program (RHTP). She recognized district staff and community partners whose collaboration contributed to securing the funding.

Ms. Lynch explained that the funding will expand the district's health occupations pathway and partnerships with Sky Lakes Medical Center and Klamath Community College (KCC). She described the development of the collaborative health center at Sky Lakes and the district's efforts to provide students with introductory health occupations courses, advanced coursework, hands-on experiences, and opportunities to earn CNA and medical assistant certifications.

The health occupations program has grown significantly, with approximately 180 students enrolled in CTE health occupations courses at KUHS and an additional 100 students participating at the Sky Lakes location. The district has also expanded into emergency response programming in partnership with KCC. KCC instructors and local professionals are providing hands-on instruction in areas including criminal justice, firefighting, and paramedicine.

Ms. Lynch emphasized that the overall goal of CTE programming is broader than preparing students for a specific occupation. Programs are designed to develop workforce readiness skills such as communication, teamwork, professionalism, résumé writing, and public speaking while connecting students with local employers and postsecondary opportunities. She shared the

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district's work-based learning model and emphasized the importance of community partnerships in preparing students for college and careers.

KUHS currently offers five CTE pathways, including health occupations, digital media/photography, engineering and robotics, culinary arts, and DECA/business programming. Ms. Lynch discussed the hands-on learning occurring within these programs and stated that the RHTP funding will support continued strategic expansion. She noted that the grant carries specific state requirements, including approval for certain expenditures over \$10,000. She also explained that additional funding periods may provide opportunities for the district to pursue further RHTP funding.

In response to Board questions, Ms. Lynch provided examples of grant-supported expenditures, including personnel, equipment, supplies, PPE, and materials for emergency response programming. She explained that approximately \$1.3 million is associated with the KCC partnership, while Sky Lakes serves as a subrecipient supporting student needs at the collaborative health center.

Ms. Lynch also discussed participation in a national workforce development conference and how ideas from the conference helped develop a micro-internship partnership with Oregon Tech (OIT). The model allows high school students to experience multiple career areas and interact directly with college faculty and students before making postsecondary decisions.

Board members expressed support for the partnerships among KFCS, KCC, OIT, Sky Lakes, and the broader community. Discussion emphasized the importance of exposing students to local educational and career opportunities, teaching professionalism and workplace skills, and preparing students to contribute to the community whether they remain in Klamath Falls after graduation or return later in their careers.

3.4. 2025-2026 Integrated Plan Report (includes SIA and M98 Grants) **Presenter: Daymond Monteith, Executive Director of Operations**

Mr. Monteith presented the 2025-26 Integrated Annual Report on behalf of Mr. Lemieux. He explained that the Integrated Application combines several state-funded grant programs that are applied for and reported together. The district's overall Integrated Application was presented at the previous month's meeting.

Mr. Monteith reported that the Juvenile Detention Facility receives separate funding through two of the programs: the Student Investment Account (SIA) and High School Success (HSS), also known as Measure 98. Although the funding is separate from the school district's allocation, it is subject to the same state reporting requirements.

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For the reporting period, the Juvenile Detention Facility received approximately \$42,000 in SIA funding and \$69,000 in High School Success funding. The Board packet included the district's responses to the required Oregon Department of Education reporting questions.

There were no additional questions from the Board.

4. NEW BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

4.1. First Reading of Policy-KNA- Immigration Enforcement on District Property

Presenter: Daymond Monteith, Executive Director of Operations

Mr. Monteith presented Policy KNA – Immigration Enforcement on District Property for Board consideration. He explained that the policy required adoption by September 30.

Mr. Monteith stated that the policy was developed in response to recently enacted state legislation establishing requirements for schools, community colleges, and universities related to immigration enforcement activities on school property. OSBA developed the policy language with legal counsel to assist districts in complying with the new requirements.

The Board reviewed the proposed policy and discussed optional bracketed language included in the OSBA draft. District administration recommended removing the optional language where appropriate while maintaining the provisions necessary for legal compliance. Administration noted that some requirements could place employees in challenging situations when interacting with federal law enforcement agencies and that the district sought to provide clear procedures for staff.

The Board also discussed required staff training. Administration reported that Brett Lemieux will participate in a train-the-trainer process and provide the required training to district staff. It was noted that no additional state funding was provided to support implementation or training requirements.

MOTION: Kathy Hewitt made a motion to approve the policy KNA-Immigration Enforcement on District Property as presented, Nicole Trejo 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, Trina Perez, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

5. OLD BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

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5.1. Approval of the OSBA policy rewrite section I

Presenter: Daymond Monteith, Executive Director of Operations

Mr. Monteith presented the OSBA Policy Rewrite for Section I – Instruction for second reading and approval. He explained that Section I is part of the district’s comprehensive policy rewrite project being completed with assistance from the Oregon School Boards Association (OSBA).

The Board confirmed that there had been no revisions to the policies since the first reading at the previous month’s meeting.

MOTION: Nicole Trejo made a motion to approve the OSBA policy rewrite of Section I, 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, Trina Perez, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissensions. **The motion carried.**

The Board expressed appreciation to the policy committee for the time and work dedicated to the districtwide policy rewrite process.

6. **BOARD MEMBER COMMENTS**

Presenters: 2026-2027 Board Members

Kelsey Bitzer and other board members- Public Comment Follow-Up Process

Board members discussed the district’s process for responding to questions and concerns raised during public comment. A question was raised regarding whether the Board’s practice of not responding directly during public comment is required by law or established through Board policy.

Members discussed the importance of maintaining the district’s chain of command and allowing the appropriate administrator or staff member to respond to operational matters. It was noted that many concerns raised during public comment may not initially be Board-level matters and that direct responses from individual Board members could interfere with established district processes.

Board members expressed a desire to receive follow-up information after concerns are referred to district staff. Members discussed the importance of knowing that individuals who address the Board have received a response and understanding what information was provided so Board members can communicate consistently if contacted by community members.

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The Board discussed establishing a process similar to the district's existing JotForm process, whereby public comment questions or concerns would be assigned to the appropriate staff member for follow-up. Once addressed, information regarding the response would be shared with the Board. Members expressed support for being copied on responses when appropriate so they are aware of how concerns have been addressed.

The Board Chair noted that explaining the public comment process at the beginning of the meeting, including for individuals joining virtually after public comment has begun, helps community members understand why the Board does not immediately respond to comments.

Vanessa Bennett and other board members- NES Communication and Community Engagement

A Board member asked whether additional community or parent meetings are planned regarding implementation of the New Education System (NES) model. The Board member requested continued opportunities for families to ask questions and provide feedback now that implementation is underway.

Ponderosa Principal Chandler Pogue shared that Ponderosa will hold an open house on September 23 beginning at 5:30 p.m. Families will have an opportunity to follow student schedules, and administrators will remain afterward to answer individual questions regarding NES implementation.

Board members discussed the importance of continued and frequent communication with families, noting that a variety of communication methods may be necessary to reach parents who are unable to attend meetings or may not regularly access electronic communications. Members suggested continued use of community meetings, newsletters, videos, and other outreach opportunities.

The Board also discussed the importance of obtaining feedback directly from students as implementation progresses. Members encouraged the district to provide age-appropriate opportunities for students to share what is working well, identify challenges, and offer feedback that could inform adjustments to the program.

Board Member Comments – Kathy Hewitt

Kathy requested that Mills Elementary also be included in continued communication and engagement efforts regarding NES implementation.

She also thanked Dan Stearns, Bill Patterson, and Carly Lynch for their presentations on the Summer Learning Program and CTE/workforce development initiatives. Kathy expressed appreciation for the work taking place across the district and stated that one of her goals has been for Klamath Falls City Schools to become a leading district in the State of Oregon. She shared that she believes the district is making significant progress toward that goal.

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Board Member Comments – Trina Perez

Trina Perez shared that she, along with several other Board members, attended the recent NES training with district staff. She complimented the presenters and staff who facilitated the training and breakout sessions, noting that she was particularly impressed with the All Students Respond session. She stated that the pacing, urgency, and delivery of the training reflected what Board members had previously observed during their visit to Houston and provided a clearer picture of what NES implementation can offer students.

Ms. Perez also thanked Carly Lynch for emphasizing professional and workforce readiness skills within the district's CTE programs. Drawing from her own professional experience, she emphasized the importance of teaching students skills such as making eye contact, communicating effectively, interviewing, and interacting professionally with others.

Ms. Perez stated that these soft skills are essential to students' future success in college and the workforce and expressed appreciation for the district's efforts to intentionally incorporate them into student learning and career preparation.

Board Member Comments – Nicole Trejo

Nicole Trejo expressed concerns regarding the freshman English curriculum at Klamath Union High School after reviewing her son's course syllabus. Drawing on her background in English education, she emphasized the importance of a strong literacy foundation and stated that reading comprehension, communication, and synthesis skills are essential to students' success across academic areas.

Ms. Trejo expressed concern that the syllabus indicated freshmen would read one full-length book during the school year, in addition to poetry and short stories. She stated that she believes students are capable of more extensive reading and would like to see additional opportunities for students to engage with full-length texts.

Ms. Trejo also raised concerns regarding the content and age appropriateness of the selected novel, *The Absolutely True Diary of a Part-Time Indian*, citing an example of mature language contained in the book. She requested that the district review both the amount of literature included in the freshman English curriculum and the appropriateness of the selected instructional materials.

7. CLOSING COMMENTS FROM BOARD CHAIR

Presenter: Andrew Biggs, Board Chair

Board Chair Andrew addressed concerns raised earlier regarding advanced-level English courses at Klamath Union High School. He acknowledged that decisions regarding staffing

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levels and individual course offerings are administrative matters and that it is not the Board's role to micromanage school operations.

However, he noted that providing opportunities for every student to succeed to the best of their ability aligns with the Board's broader strategic goals. He stated that advanced and honors-level academic opportunities may relate to that broader responsibility and requested additional information regarding the circumstances surrounding the English course offerings.

Chair Andrew indicated that he would follow up with the Superintendent and Mr. Heyen to better understand the situation. He clarified that the matter was not on the meeting agenda and therefore did not pursue further Board discussion at this time.

8. ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

At the conclusion of regular business, the board moved into Executive Session at 7:33 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 7:34 p.m.

9. EXECUTIVE SESSION

Presenter: Andrew Biggs, Board Chair

9.1. Level III Grievance (Snook Grievance)

Presenter: Renee Clark, Director of Human Resources

The Board reconvened for the scheduled Level Three hearing regarding the Snook grievance and met with Renee at 7:39 p.m. The Board waited for Yelonda to join the Zoom meeting, while Brett was in the waiting room in Zoom. Due to the regular session running significantly beyond the scheduled 7:00 p.m. guesstimated start time, Yelonda notified Renee that, after waiting more than 30 minutes and due to other obligations, that evening, she was requesting that the Level Three hearing be rescheduled to a firm date and time in the near future. The hearing will be rescheduled.

10. ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

Andrew adjourned the executive session at 7:46 PM and reopened to public session.

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11. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair

Adjournment Time: 7:47 PM

Approved by: _____

Date: _____

DRAFT



2. Approval of Executive Session Meeting Minutes (9/14/26)

Andrew Biggs, Board Chair

3. Approval of Work Session Minutes (9/28/26)

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Andrew Biggs, Board Chair

Work Session Meeting Klamath Falls City Schools Board of Education

A Work Session Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, September 28, 2026 at 5:00 PM in-person and via Zoom.

1. PRELIMINARY BUSINESS

1.1. Call to order at 5:01 P.M.

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

In Attendance: Trina Perez, Kelsey Bitzer, Andrew Biggs, Kathy Hewitt, Keith Brown, Vanessa Bennett, and Nicole Trejo (arrived at 5:04 p.m.)

Audience Members: David Stork, Andrew Stork, Beau Stork, and Alex Stork

1.3. Public Welcome and Comment

Presenter: Andrew Biggs, Board Chair

No comments

2. SCHOOL BOARD VACANCY APPLICANT INTERVIEWS

Presenter: Andrew Biggs, Board Chair

The Board conducted interviews for the vacant Zone 1 (Roosevelt) Board position. Each candidate had previously submitted a written application and received a copy of the interview questions. The Board utilized the same set of interview questions for each candidate and allowed additional questions related to information contained in the candidates' applications.

2.1. Jaynee Coslet Interview

Coslet discussed her background as a lifelong Klamath Falls resident, KU graduate, parent, and longtime PTO volunteer. She identified aging facilities, the district's rural and low-income demographics, and budget constraints as significant challenges. She discussed her experience serving on the district Budget Committee and emphasized responsible use of limited resources, community connection, collaboration, respectful disagreement, following the appropriate complaint process, and keeping students and families at the center of long-term decisions.

Board members asked follow-up questions regarding Coslet's application, including her early childhood education background, Budget Committee service, nonprofit experience, PTO involvement, and community volunteer work.

2.2. Natalie Griffin Interview

Work Session Meeting Klamath Falls City Schools Board of Education

Griffin discussed her experience as a speech-language pathologist, including 11 years working within KFCS, as well as her experience as a former district student and current district parent. She emphasized serving students with a wide range of needs and abilities. Griffin identified student behavior, staffing challenges, varying family circumstances, and community involvement as challenges facing the district. She discussed the importance of respecting Board decisions, following the chain of command when concerns arise, listening to families, and maintaining a visible Board presence in schools. Pasted text

Board members also discussed Griffin's involvement with a camp for children who stutter and confirmed that her current employer does not contract with the district.

2.3. Kali Carter Interview

Carter discussed her experience as a parent, business owner, PTO leader, and community volunteer. She emphasized the unique challenges facing students experiencing poverty, food insecurity, housing instability, and other barriers to educational success. Carter identified declining enrollment, absenteeism, and the district's public image as significant challenges. She discussed highlighting student achievements and district programs, maintaining appropriate distinctions between Board governance and administrative responsibilities, approaching conflict constructively, following appropriate processes when receiving complaints, and improving communication with families. She emphasized the importance of moving from reactive to proactive decision-making and considering the long-term effects of Board decisions.

2.4. Amy Stercho Interview

Stercho discussed her extensive background in early childhood and elementary education, Montessori education, curriculum, homeschooling, and private and charter school settings. She identified student engagement, curiosity, critical thinking, and providing equitable educational opportunities for students from diverse backgrounds as important challenges. Stercho discussed the Board's role in establishing priorities and providing oversight while administration manages implementation. She emphasized respecting Board decisions, appropriately addressing disagreements, following established complaint procedures, supporting teachers, and remaining present and engaged in district schools.

Board members asked Stercho additional questions regarding her observations of increased sensory needs among young children and the role of early intervention and occupational therapy.

2.5. Holly Stork Interview

Work Session Meeting Klamath Falls City Schools Board of Education

Stork discussed her extensive community involvement and history of supporting KFCS students, schools, and programs. She highlighted her experience with student mentoring, literacy programs, school events, professional development, community partnerships, and nonprofit and board service. Stork identified declining enrollment, district reputation, high expectations, continuous improvement, communication, professionalism, school culture, and creating a sense of belonging as important areas of focus.

Stork described the Board's role as establishing vision, direction, policy, and accountability while administration is responsible for implementation and day-to-day operations. She emphasized respectful disagreement, professionalism, listening to community concerns, continuous improvement, sharing successful practices across schools, and maintaining a student-centered focus.

The Board discussed Stork's work as an independent contractor for the district and potential conflicts of interest. It was noted that legal guidance had been obtained regarding circumstances in which disclosure and/or recusal may be required.

Board Discussion

Following the interviews, Board members discussed the strengths, backgrounds, experiences, and perspectives presented by each candidate. Members noted that the applicant pool represented a broad range of experience, including education, special education, early childhood education, business operations, budgeting, PTO leadership, nonprofit work, community involvement, and student advocacy.

The Board discussed the appointment process and reviewed how candidates could be narrowed for consideration. Members emphasized that the discussion was non-binding and that **no** appointment decision or vote would be made during the work session. The formal appointment would occur at a future Board meeting.

The Board also discussed using a written selection process at the appointment meeting in which Board members would identify candidates to advance, followed by public discussion and a formal motion and vote.

No formal action was taken.

3. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair

Adjourned – 8:21 P.M.

Approved by: _____

Date: _____

4. Approval of Current Agenda

Andrew Biggs, Board Chair

5. Approval of Personnel Agenda

Renee Clark, Director of Human Resources

23

Month: 10/12/2026

Administration recommends approval of the following Certified hires for the 2025-2026 School Year

Name	School	FTE	Hire Date	Contract	Position
Sarah Anastasia	Mills	1	10/13/2026	1st year prob	
					23

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2025-2026 School Year

[illegible]

4. **REPORTS**

Andrew Biggs, Board Chair

1. Eagle Ridge New Tech High School Student Report

25

ERNTHS students

Noah Clayton

Amiah Andrews

Emma Moore

Gabe Webb

Eagle Ridge New Tech High School

“PREPARING STUDENTS FOR A SUCCESSFUL FUTURE!”



Eagle Ridge Campus Highlights and Program Updates - October 12, 2026

FFA Officer Leadership Activities

The Eagle Ridge FFA Officer Team began the year with two valuable leadership experiences designed to strengthen teamwork, develop leadership skills, and prepare for a successful year of chapter activities.

The officer team spent three days at Camp Cottonwood participating in the Southeastern Oregon FFA District Leadership Camp. During the camp, officers worked alongside other district officer teams and members of the Oregon FFA State Officer Team to build leadership skills, complete a community service project, and participate in a Dutch oven cook-off.

The team also spent three days at Lassen Volcanic National Park working collaboratively to plan the upcoming year for the Eagle Ridge FFA Chapter. During this retreat, officers established chapter goals, planned activities, identified priorities, and continued strengthening their leadership team.

District Soils Evaluation

On Wednesday, September 30, 2026, 20 Eagle Ridge FFA members traveled to Sprague River to compete in the Southeastern Oregon FFA District Soils Evaluation event.

In the **Advanced Division**, the Eagle Ridge Advanced Soils Team placed **2nd overall**. Jessica Schei earned **2nd High Individual**, while Marcus Estep placed **5th High Individual**. Jessica will represent Eagle Ridge FFA at the **State Soils Evaluation in Coquille**.

In the **Beginning Division**, the Eagle Ridge Beginning Soils Team also placed **2nd overall**. Individual results included:

- Joseph Garcia — 2nd High Individual
- Bella Bradley — 4th High Individual
- Raylan Stromberg — 5th High Individual
- Amaiah Andrews — 7th High Individual
- Brodie Williamson — 9th High Individual
- Sebastian Shanklin — 10th High Individual

These strong results reflect the dedication of our students and the continued growth of the Eagle Ridge agriculture program.

Eagle Ridge New Tech High School



“PREPARING STUDENTS FOR A SUCCESSFUL FUTURE!”

First Annual FFA Fall Auction

On **November 6 at 6:00 p.m.**, Eagle Ridge FFA will host its **First Annual FFA Fall Auction** in the Eagle Ridge Shop.

Tickets are **\$15 per person**, and dinner will feature chapter-raised chicken, salad, potatoes, bread, and dessert.

The Fall Auction will provide families and community members with an opportunity to support Eagle Ridge FFA while also showcasing the growth of the agriculture program, student projects, and the outstanding work being completed by our students.

Future Business Leaders of America

Eagle Ridge FBLA is off to a strong start this year and is looking forward to another successful competition season. The chapter has established its officer team:

- **President:** Noah Clayton, returning member
- **Vice President:** Maddy Darling, returning member
- **Secretary:** Gabe Webb, returning member
- **Historian:** Lizzy O’Riely, new member
- **Treasurer:** Amaiah Andrews, newly appointed

Georgetown University Cybersecurity Camp

Through his participation in FBLA, Noah Clayton earned a scholarship to attend a week-long cybersecurity program at **Georgetown University in Washington, D.C.**

During the program, Noah lived on campus and worked as part of a team of 10 students from across the country. Each day included multiple lectures and learning sessions focused on cybersecurity protection, cyberattacks, online awareness, and prevention strategies. One of his favorite experiences was learning about coding in Linux.

For the culminating project, Noah’s team developed and presented recommendations for helping nonprofit organizations improve cybersecurity protections.

In addition to the academic experience, participants had opportunities to tour Washington, D.C., explore Georgetown, and build relationships with students from across the country. The experience provided Noah with meaningful exposure to cybersecurity, college life, teamwork, and future career possibilities.

Eagle Ridge New Tech High School



“PREPARING STUDENTS FOR A SUCCESSFUL FUTURE!”

Klamath Learning Center

Klamath Learning Center continues to provide students with flexible and individualized pathways toward graduation, credit recovery, and GED completion.

Year-to-date accomplishments include:

- **64 Edgenuity courses completed**
- **15 official GED tests completed**
- **61 GED pretests and practice tests completed**
- **19 students participating in the GED program**
- **71 students participating in diploma and credit recovery programming**

These numbers reflect the continued commitment of KLC staff and students to creating multiple pathways for academic success.

Attendance Trends

Attendance remains an important area of focus for Eagle Ridge.

For September, overall attendance decreased from **88.12% in September 2025 to 85.05% in September 2026.**

During September:

- **50% of students achieved attendance of 92% or better**
- **38% of students had zero tardies**

These data points reinforce the importance of continuing to emphasize consistent, on-time attendance with students and families. Regular attendance is especially important within our A/B block schedule because each class period represents a significant amount of instructional time.

Leadership

For the first time in Eagle Ridge history, our school will have an **Associated Student Body leadership team.**

The following students have been nominated to represent Eagle Ridge:

- **President:** Mason Bernal
- **Vice President:** Joseph Garcia
- **Secretary:** Isabella Tuel

Eagle Ridge New Tech High School



“PREPARING STUDENTS FOR A SUCCESSFUL FUTURE!”

- **Treasurer:** Bella Bradley

These students are excited about the opportunity to serve their peers, contribute to school culture, and help build new traditions at Eagle Ridge.

In the coming weeks, we will also begin developing class officer positions to expand student leadership opportunities throughout the school.

Business and Dual Credit Opportunities

Eagle Ridge New Tech High School is expanding dual-credit opportunities within our Business pathway. Students will have the opportunity to earn both high school and college credit in the following courses:

- Introduction to Business
- Practical Accounting
- Computer Applications: Class and Lab
- Introduction to Personal Finance

These courses will provide students with valuable college credit while supporting multiple career and postsecondary pathways. The coursework also aligns well with programs such as cosmetology, entrepreneurship, business management, and other career-focused areas.

Providing dual-credit opportunities helps students make meaningful progress toward college and career goals while still in high school.

Theater

Eagle Ridge Theater students are already actively preparing for several exciting projects.

Students are developing scenes for **Readers Theater**, which we plan to bring to local elementary schools. This outreach experience was very well received last year and provides our students with a meaningful opportunity to share their creativity and performance skills with younger students.

Students are also beginning work in stage design by creating stage models for specific scenes. This group has demonstrated strong creativity, collaboration, and enthusiasm as they explore multiple aspects of theater production.

Eagle Ridge New Tech High School



“PREPARING STUDENTS FOR A SUCCESSFUL FUTURE!”

Counseling and College Opportunities

Summer School ‘26

Summer school was a tremendous success for Eagle Ridge students through the **Klamath River Project**. This interdisciplinary learning experience provided students with opportunities to earn credits in **math, English, and science** while engaging in meaningful, place-based learning.

The project focused on studying the Klamath River from multiple perspectives, including topics such as **dam removal, environmental restoration, and the return of salmon runs**. Students were able to connect academic content to real-world issues affecting their local and regional community.

A total of **24 students** participated in the program and achieved an attendance rate of **over 90%**. Collectively, students successfully completed **61 courses**, with an average achievement grade of **75.63% across the three academic content areas**.

These results reflect the dedication of our students and staff and demonstrate the value of providing engaging, relevant, and hands-on summer learning opportunities.

Klamath Community College

The Eagle Ridge counseling department continues to work strategically to expand college opportunities while helping students remain on track for graduation.

Currently, **13 students are enrolled in 19 total courses through Klamath Community College**. These courses are being selected not only to meet high school graduation requirements, but also to help students begin making meaningful progress toward associate degree pathways that align with their interests and future goals.

In addition, **four students are currently pursuing a cosmetology pathway** developed in partnership with Klamath Community College this summer. This partnership provides students with another opportunity to connect their high school experience directly to a postsecondary credential and career pathway.

These opportunities reflect Eagle Ridge’s continued commitment to helping students build individualized plans for life after high school while earning meaningful college and career credentials along the way.

2. School Improvement Report
Susan Pruna

31



ELL Services and ELPA

2025-26 School Year

Languages

Languages Spoken:

Spanish

Hungarian

Korean

Tagalog

Mandarin

Arabic

Hindi

Identification - Language Use Survey

1. What language(s) are primarily used in the home?
2. What was the first language(s) that your student learned?
3. What language(s) does your student use most frequently at home?
4. In what language(s) would you prefer to receive communication from the school.

Language Use Survey - Rubric

Scenario	Question 1 <i>What language(s) are primarily used in the home?</i> Response includes	Question 2 <i>What was the first language that your student learned?</i> Response includes	Question 3 <i>What language(s) does your student use most frequently at home?</i> Response includes	Administer screener (Y/N)	Reason for determination
1	English or ASL	English or ASL	English or ASL	N	Responses are all English or ASL.
2	English	English	<i>Any Language(s) other than English or ASL</i>	Y	Potential impact of a language other than English (Q3).
3	English	<i>Any Language(s) other than English or ASL</i>	English	Y	Potential impact of a language other than English (Q2).

General Information

Total Number of EL students in the district: 210

Total Number of Current and Monitored students: 130

Total Students Current: 116

Students Who Tested: 116

Students Who Didn't Test: 6

ELPA - English Language Proficiency Assessment

Categories Tested:

Reading

Writing

Listening

Speaking

Test Groupings by Grade:

K -1

2-3

4-5

6-8

9-12

ELPA Test Scores

Scores:

Not Scorable

1 - Beginning

2 - Early Intermediate

3 - Intermediate

4 - Early Advanced

5 - Advanced

Levels:

Emerging (1 - 2)

Progressing (2 - 3)

Early Proficient (4, 5 and one 3)

37

Proficient (4 or 5)

ELPA Proficiency Descriptors

Emerging

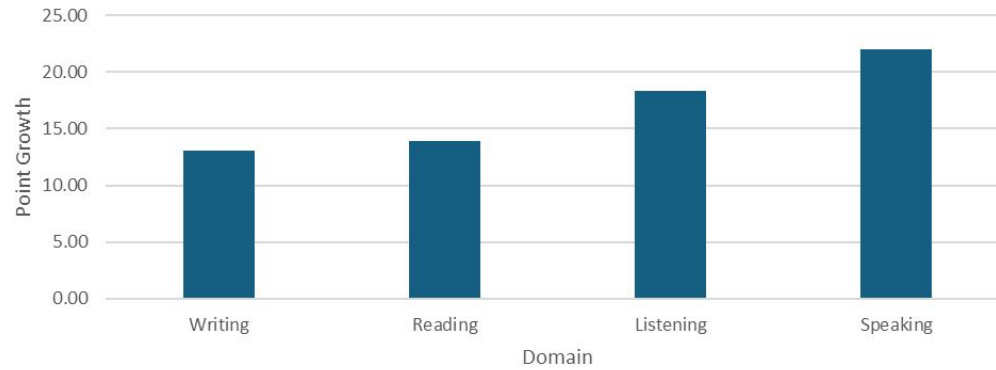
Progressing

Early Proficient

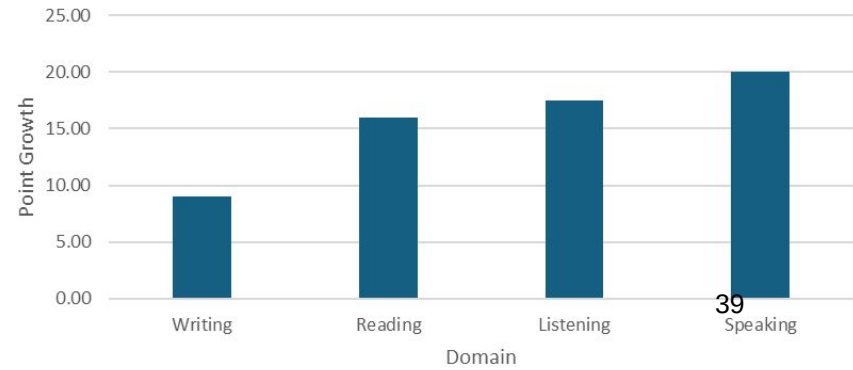
Proficient

KU

Average Growth

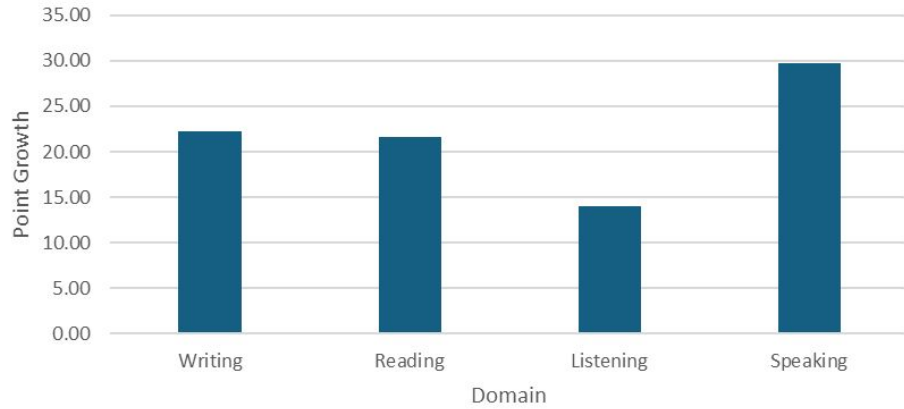


Median Growth

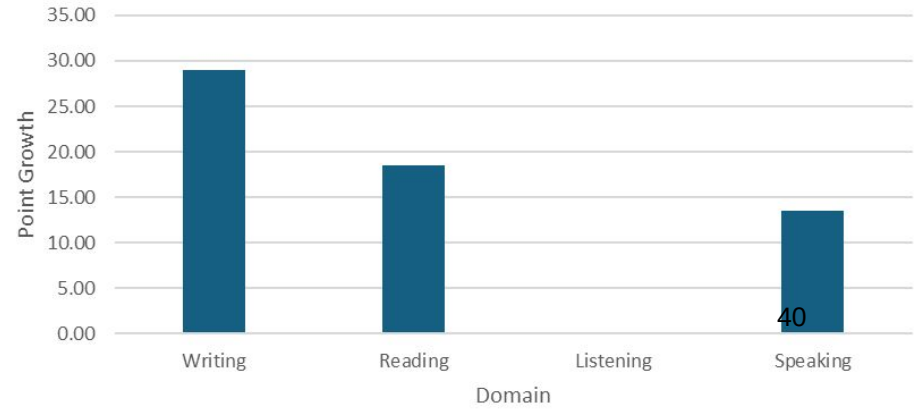


Ponderosa

Average Growth

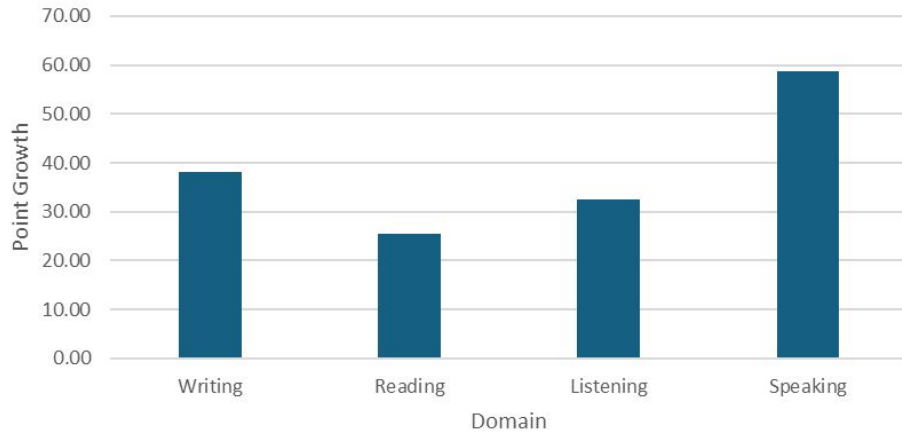


Median Growth

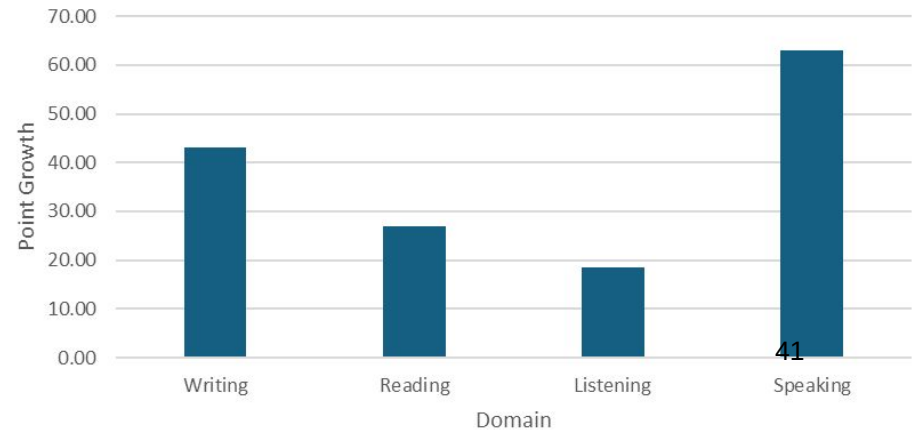


Mills

Average Growth

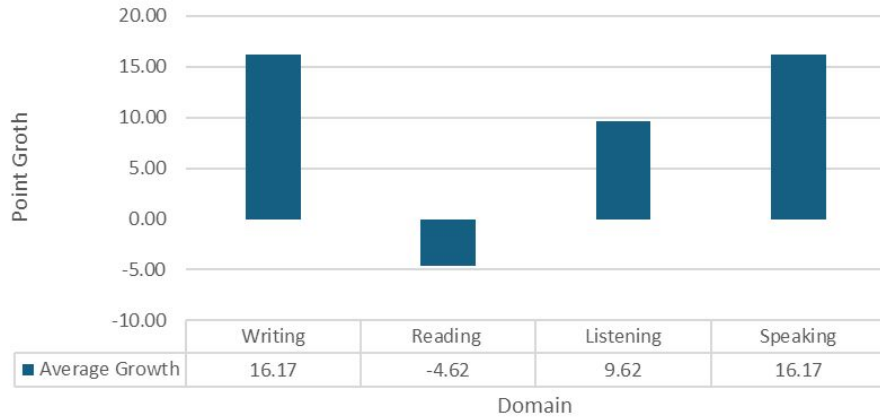


Median Growth



Pelican, Conger and Roosevelt

Average Growth

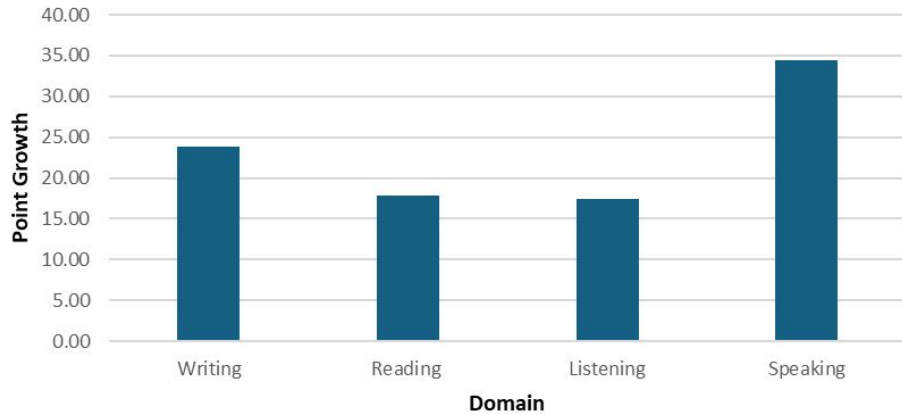


Median Growth

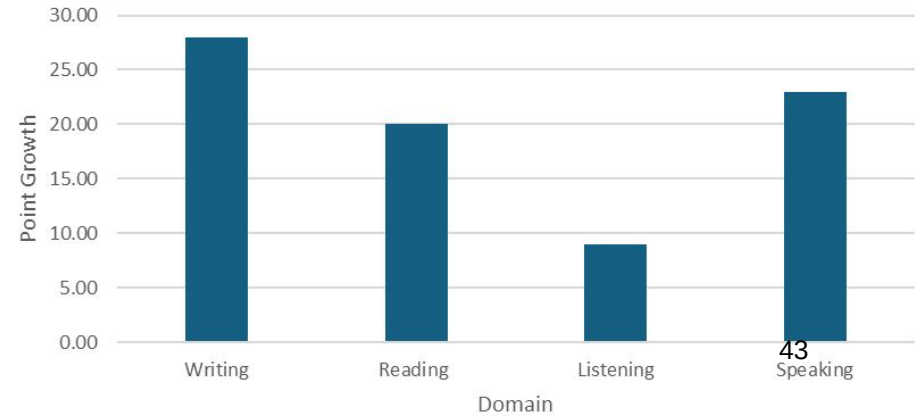


District Wide

Average Growth



Median Growth



Growth

9-12

3-3-4-3	In Class	3,3,4,3
3-2-4-3	In Class	4,3,4,5
3-3-4-3	Not in class	1,1,3,1
3-3-3-3	Not in class	2,2,3,3
1-1-2-1	In Class	3,3,3,3
3-3-4-4	Not in class	3,3,4,5
1-2-3-1	Not in class	2,2,2,1
1-2-3-2	In class	2,3,3,2
3-3-4-5	Not in class	3,3,4,4
1-1-2-2	In class	2,3,4,3
3-3-4-4	In class	3,4,5, 4
3-3-4-5	In class	3,3,3,4
3-3-4-3	Not in Class	4,3,4,3

Early Proficient

3-4-4-3	In Class	3,EX,EX,4
3-3-4-3	Not in class	3,3,EX,3
3-3-4-3	In class	3,4,EX,4
3-4-4-3	In class	3,EX,EX,3
3-3-3-3	Not in class	4,5,5,4
3-3-3-3	Not in class	3,3,5,3
3-3-Ex-4	Not in class	3,5,Ex,Ex
1-1-1-1	In class	1,1,1,2
3-3-Ex-4	In class	3,4,EX,EX
1-1-1-1	Not in class	1,1,1,1
3-2-3-1	Not in class	Did not test

Early Proficient

Early Proficient
Proficient

Proficient

44

Early Proficient

Students who tested Early Proficient or Proficient

Elementary: Proficient: 8

Middle School: Proficient: 4

High School: Early Proficient - 4
Proficient - 2

Total: 18

Appendix:

Standard Deviations of Domain Scores District Wide

- **Writing = 48.58**
- **Speaking = 61.81**
- **Reading = 52.27**
- **All Domains = 54.92**
- **Listening = 55.66**

3. Monthly Financial Report
Daymond Monteith, Director of Operations

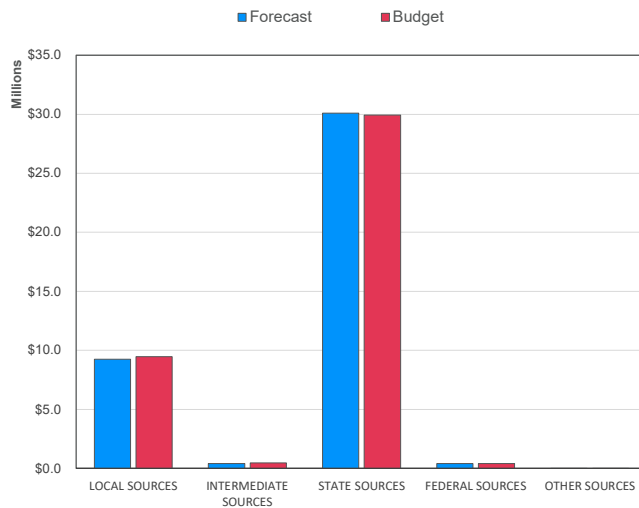
48

100 General fund | Financial Projection by Object

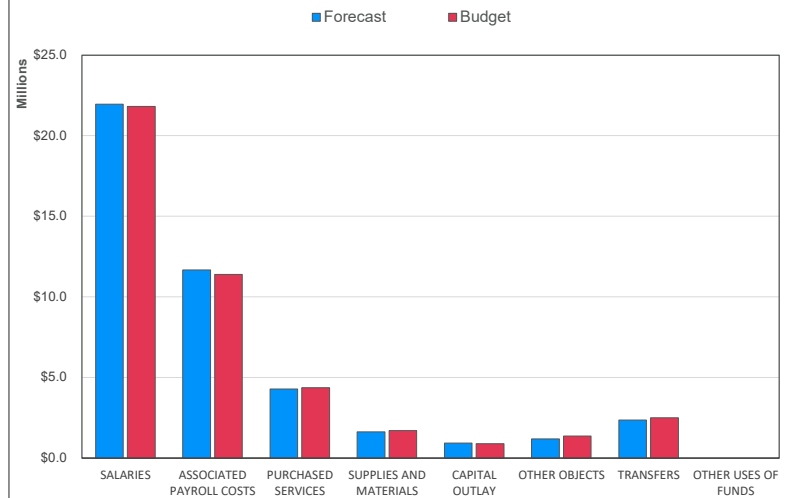
For the Period Ending September 30, 2026

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ -	\$ -	\$ 412,122	\$ 412,122	\$ 3,755,611	\$ (3,343,489)
REVENUES						
Local Sources	351,589	302,952	8,945,391	9,248,343	9,467,777	(219,434)
Intermediate Sources	32,636	10,392	412,295	422,687	458,372	(35,685)
State Sources	10,020,262	10,064,295	20,044,608	30,108,903	29,930,073	178,830
Federal Sources	-	-	420,000	420,000	420,000	-
Other Sources	-	-	2,500	2,500	2,500	-
TOTAL REVENUE	\$ 10,404,487	\$ 10,377,640	\$ 29,824,794	\$ 40,202,434	\$ 40,278,722	\$ (76,288)
EXPENDITURES						
Salaries	\$ 3,026,150	\$ 3,121,081	\$ 18,834,481	\$ 21,955,562	\$ 21,816,978	\$ (138,584)
Associated Payroll Costs	1,815,372	1,884,529	9,775,581	11,660,110	11,393,284	(266,826)
Purchased Services	746,113	824,045	3,451,346	4,275,391	4,364,909	89,518
Supplies and Materials	669,408	474,166	1,152,394	1,626,560	1,702,810	76,250
Capital Outlay	95,230	133,073	794,413	927,486	890,000	(37,486)
Other Objects	868,522	982,496	197,227	1,179,723	1,366,352	186,629
Transfers	817,501	-	2,347,603	2,347,603	2,500,000	152,397
Other Uses of Funds	-	-	-	-	-	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 8,038,295	\$ 7,419,390	\$ 36,553,045	\$ 43,972,434	\$ 44,034,333	\$ 61,899
SURPLUS / (DEFICIT)	\$ 2,366,191	\$ 2,958,250	\$ (6,728,251)	\$ (3,770,001)	\$ (3,755,611)	
ENDING FUND BALANCE				\$ (3,357,879)		

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



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

YTD Local Sources

3.20% of Budget

Prior Year YTD: 4.10% of Actuals

YTD State Sources

33.63% of Budget

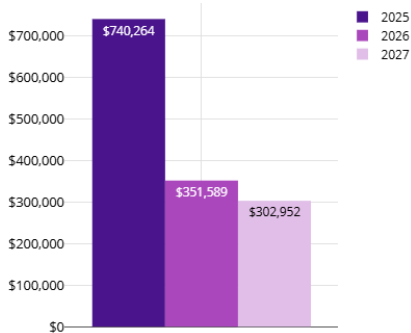
Prior Year YTD: 34.71% of Actuals

YTD All Sources (except 5400s)

25.76% of Budget

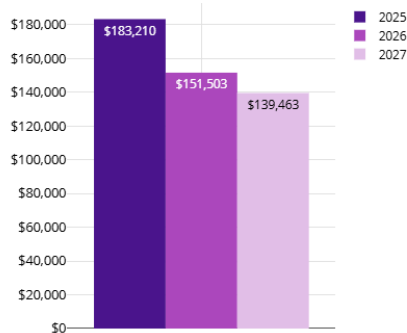
Prior Year YTD: 25.89% of Actuals

Local Sources (1000s)



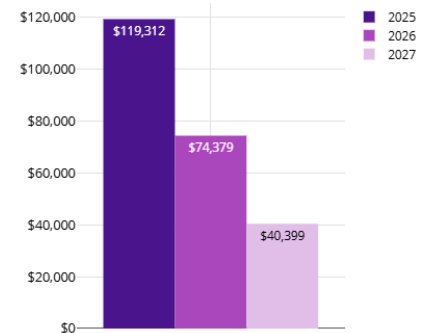
For the Period JUL - SEP

Property Taxes (1100s)



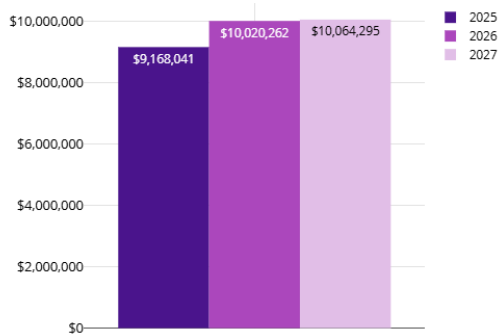
For the Period JUL - SEP

Interest Earnings (1500s)



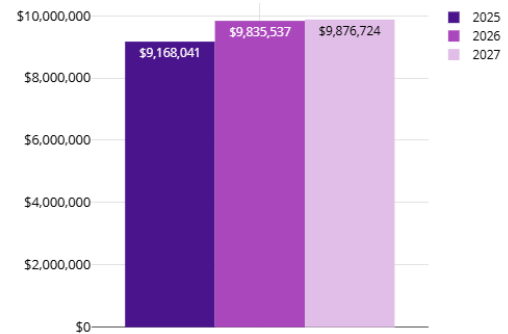
For the Period JUL - SEP

State Sources (3000s)



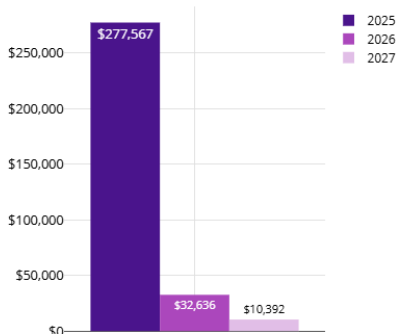
For the Period JUL - SEP

State School Fund (3101)



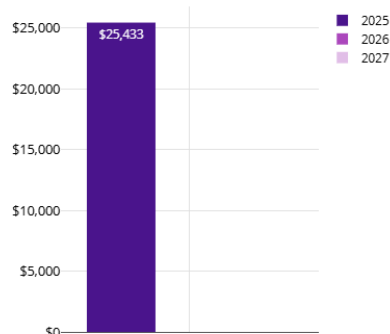
For the Period JUL - SEP

Intermediate Sources (2000s)



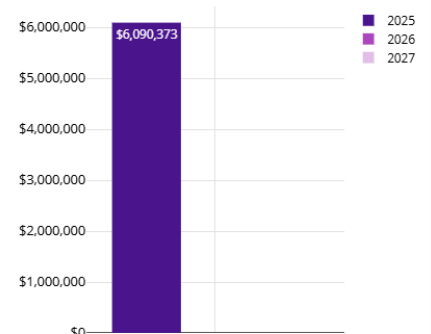
For the Period JUL - SEP

Federal Sources (4000s)



For the Period JUL - SEP

Other Sources (5000s)



For the Period JUL - SEP

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

YTD Salary and Benefits

15.07% of Budget

Prior Year YTD: 13.79% of Actuals

YTD Purchased Services

18.88% of Budget

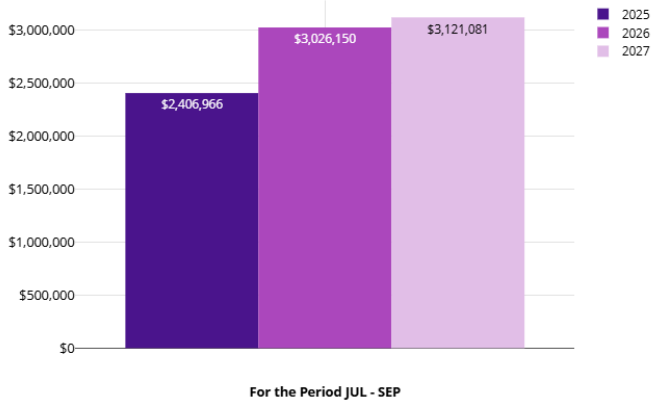
Prior Year YTD: 18.02% of Actuals

YTD Other Expenses

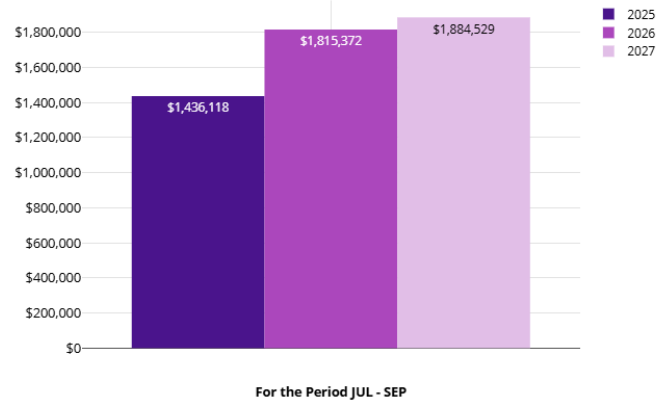
24.61% of Budget

Prior Year YTD: 57.93% of Actuals

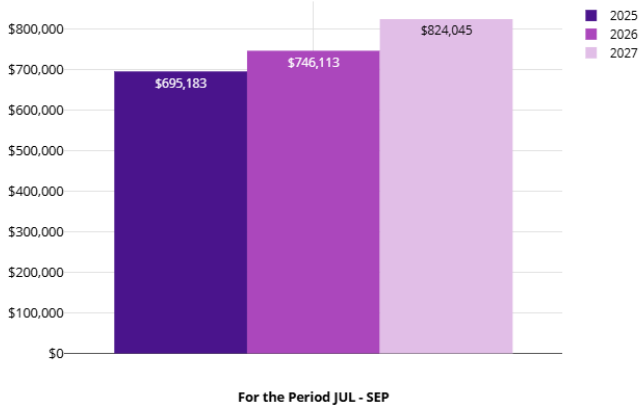
Salaries (100s)



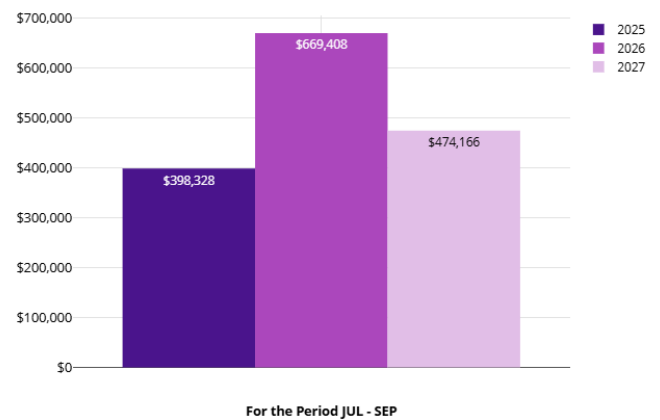
Benefits (200s)



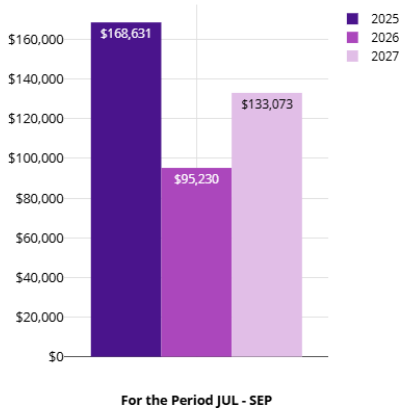
Purchased Services (300s)



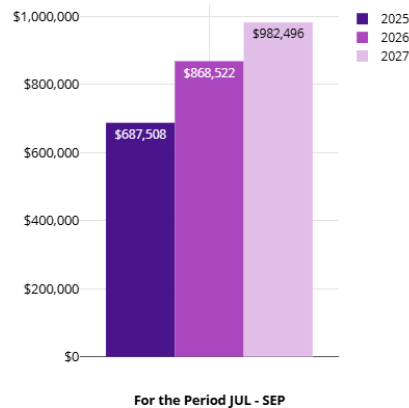
Supplies (400s)



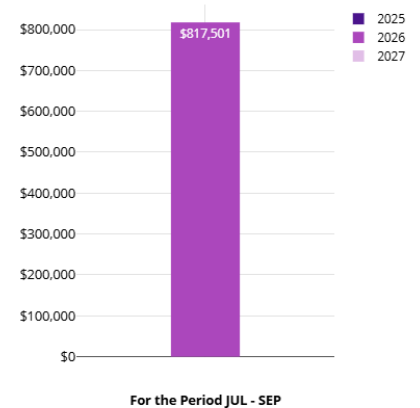
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



	Period 1 Actual Jul '26	Period 2 Actual Aug '26	Period 3 Actual 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
REVENUES															
STATE SCHOOL FUND FORMULA:															
Local Taxes	89,941	49,508	-	16,170	6,386,732	880,105	146,641	101,107	114,299	67,647	43,462	166,775	8,062,386	8,125,000	139,449
County School Funds	-	10,392	-	-	431	65	6,263	10,315	7,767	426	928	26,309	62,897	58,372	10,392
State School Fund	4,940,149	2,468,025	2,468,550	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	29,663,906	29,545,691	9,876,724
Common School Fund	187,571	-	-	31,469	31,420	31,445	18,717	25,445	46,574	32,699	38,707	949	444,997	384,382	187,571
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SSF Formula Total	5,217,661	2,527,925	2,468,550	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	38,234,186	38,113,445	10,214,136
Local Sources (1000)	17,523	53,321	92,660	33,980	60,824	138,096	75,799	100,031	181,415	80,700	97,958	253,651	1,185,957	1,342,777	163,504
Intermediate Sources (2000)	-	-	-	-	2,954	443	42,917	70,684	53,225	2,922	6,361	180,284	359,790	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	2,581,246	2,561,210	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	40,202,434	40,278,722	10,377,640
Beginning Fund Balance (5400)	-	-	-	-	-	-	-	-	-	-	-	412,122	412,122	3,755,611	-
Total Monthly Revenues	5,235,184	2,581,246	2,561,210	2,506,061	9,040,095	3,481,675	1,729,056	2,263,401	4,032,844	2,750,978	3,319,758	1,113,047	40,614,555	44,034,333	10,377,640
CUMULATIVE RESOURCES	5,235,184	7,816,430	10,377,640	12,883,700	21,923,796	25,405,471	27,134,527	29,397,928	33,430,772	36,181,750	39,501,508	40,614,555			
EXPENDITURES BY OBJECT															
Salaries (100)	627,374	599,493	1,894,214	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	21,955,562	21,816,978	3,121,081
Employee Benefits (200)	385,368	374,701	1,124,459	1,001,225	1,050,825	1,024,333	1,023,086	754,887	954,295	961,627	1,018,557	1,986,747	11,660,110	11,393,284	1,884,529
Purchased Services (300)	345,594	186,826	291,625	385,588	351,076	349,019	358,069	383,607	361,136	382,550	357,021	523,281	4,275,391	4,364,909	824,045
Supplies & Materials (400)	169,655	137,308	167,203	177,966	130,046	91,358	101,529	132,179	116,799	158,846	137,844	105,828	1,626,560	1,702,810	474,166
Capital Outlay (500)	-	117,504	15,569	48,035	1,413,233	149,898	26,677	392,545	96,560	304,090	247,907	(1,884,532)	927,486	890,000	133,073
Insurance/Other (600)	202,575	725,540	54,381	31,319	12,714	27,066	14,169	6,698	19,131	15,898	49,623	20,609	1,179,723	1,366,352	982,496
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	2,524	2,391	2,342,688	2,347,603	2,500,000	-
Total Operating Expenditures	1,730,566	2,141,373	3,547,451	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	43,972,434	44,034,333	7,419,390
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Monthly Expenditures	1,730,566	2,141,373	3,547,451	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	43,972,434	44,034,333	7,419,390
CUMULATIVE EXPENDITURES	1,730,566	3,871,939	7,419,390	11,025,237	15,934,083	19,618,443	23,140,403	26,279,821	29,707,992	33,383,393	37,225,539	43,972,434			
Month-end Fund Balance	3,504,618	3,944,492	2,958,250	1,858,464	5,989,713	5,787,028	3,994,124	3,118,107	3,722,780	2,798,356	2,275,969	(3,357,879)			2,958,250

4. Divison 22 Standards Report	53
Fred Bartels, Executive Director of School Improvement	

Klamath Falls City Schools

Report on Compliance with Public School Standards 2025-26 School Year

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

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

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

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Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students-	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Sections (1) and (2) TAG Plan Requirements			
581-022-2500 Programs and Services for TAG Students – Sections (3) and (4): Instruction Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2323 Preserving Student Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers.	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Administrators, Personnel Specialists, School Nurses			
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable

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5. **OLD BUSINESS/ACTION ITEMS**

Andrew Biggs, Board Chair

1. Approval of Revised High School Handbooks (English and Spanish)
Fred Bartels, Executive Director of School Improvement

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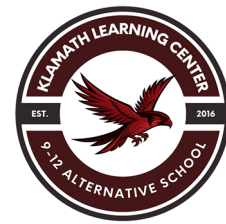


Klamath Falls City Schools

High Schools

Student/Parent Handbook

2026-2027



Klamath Union High School, Eagle Ridge New Tech High School, and Klamath Learning Center

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Welcome Message

Welcome to the 2026-2027 school year. This handbook explains important expectations, procedures, and supports for high school students and families. It is written to be clear and easy to use. Families are encouraged to contact the school office with questions.

Klamath Falls City Schools is committed to helping every student learn, grow, and prepare for future success.

District Mission, Vision, Equity, and Non-Discrimination

Mission

Empowering every student, enriching every mind, transforming every future.

Vision

To be a world-class educational community where all students are prepared for future success in college, career, and life.

Non-Discrimination Policy

Klamath Falls City Schools does not allow discrimination or harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, disability, or association with a person in one of these groups. See Board Policy AC.

District Equity Committee Handbook Update

Following the District Equity Committee meeting, the committee requested that district policies and handbooks be updated. The goal is to ensure that district guidelines are clear and fully aligned with Oregon state law regarding student safety and institutional equity.

The committee recommends a formal revision of district handbooks to explicitly define hate speech and establish a clear matrix of disciplinary consequences. This aligns with ORS 659.850, which prohibits discrimination in public elementary and secondary schools, and ORS 339.356, which requires school districts to adopt policies prohibiting harassment, intimidation, and bullying. By defining these consequences, the district provides the protected-class protections required under the Oregon Department of Education Every Student Belongs rule, OAR 581-022-2312.

The committee also recommends comprehensive staff training on equity and the impact of microaggressions, also called micro-bursts. This supports the mandates within Senate Bill 732 (2021), which encourages the establishment of equity outcomes, and aligns with the Oregon Equity Lens so staff are equipped to recognize and reduce systemic barriers to student success.

Hate Speech and Discriminatory Conduct

Hate speech and discriminatory conduct include words, symbols, images, gestures, or actions that target a person or group because of a protected class. This behavior is not allowed at school, during school activities, on district technology, or while traveling to and from school or school activities.

Students should report hate speech, harassment, intimidation, bullying, cyberbullying, or discriminatory conduct to a trusted adult, teacher, counselor, or administrator. The school will respond, investigate as needed, and use the district behavior matrix and Board policy to decide next steps.

Hate speech is not tolerated in Klamath Falls City Schools. Any student who engages in hate speech will be subject to suspension. Depending on the nature and severity of the conduct, additional disciplinary action, up to and including expulsion, may be imposed at the principal's discretion, consistent with district policy and applicable law.

Following a suspension for hate speech, the student will be required to participate in a re-entry intervention or educational activity focused on appropriate and respectful speech, the impact of hate speech on others, and expectations for conduct at school.

ADA and Section 504 Notice

Students and families who need accommodations should contact the school office or district Special Services Department. The district works to make programs, services, and activities accessible to persons with disabilities.

Department Handbooks

Health services, transportation, and food service information will be provided in separate district department handbooks. Those department handbooks should be used for detailed procedures, contacts, forms, and rules in those areas.

District and Board Contact Information

Role	Name	Phone
Superintendent	Keith A. Brown	541-883-4700
Executive Director of Human Resources	Renee Clark	541-883-4700
Executive Director of Special Services	Dena Haudenschild	541-883-4745
Executive Director of Operations	Daymond Monteith	541-883-4703
Executive Director of School Improvement	Fred Bartels	541-883-4744
Executive Director of Alternative Education	Brett Lemieux	541-883-4700

Board Zone	Board Member
Zone 1 - Roosevelt	Andrea Jensen
Zone 2 - At-large	Andrew Biggs
Zone 3 - Conger	Vanessa Bennett
Zone 4 - Mills	Kathy Hewitt
Zone 5 - Pelican	Trina Perez
Zone 6 - At-large	Kelsey Bitzer
Zone 7 - At-large	Nicole Trejo

High School Contact Information

School	Principal/Lead Administrator	Address	Phone
Klamath Union High School	Rod Heyen	1300 Monclaire Street Klamath Falls, OR 97601	541-883-4710
Eagle Ridge New Tech High School	Terry Bennett	677 South 7th Street	541-884-7627

		Klamath Falls, OR 97601	
Klamath Learning Center	Toby R. Flackus	677 South 7th Street Klamath Falls, OR 97601	541-884-7627

Family Communication: ParentVUE and Website

Families are responsible for keeping contact information current. Please update the school office right away if your address, phone number, email, emergency contact, or custody information changes.

ParentVUE

Klamath Falls City Schools uses ParentVUE for student registration, grades, progress reports, and secure messaging with your child's teacher. ParentVUE is the district's official channel for contacting teachers — please use it rather than personal phone numbers or email. Families should log in each year to register or verify student information.

District Website

District information, school information, policy links, handbooks, and alerts are available on the district website.

Registration and Student Records

Registration must be completed each school year. New families, returning families, and families transferring between KFCS schools should follow the directions posted by the district and contact the school office for help as needed.

- Families must provide accurate contact and emergency information.
- Parents and guardians should notify the school right away when information changes.
- Student education records are protected by law. Families may request records through the school office.
- Custody, restraining orders, and court orders must be shared with the school office so the school can follow them correctly.

School Calendar, Daily Schedule, and Attendance

2026-2027 Calendar

August	21	Ponderosa – School Tours for New Students
September	7	Labor Day – NO SCHOOL
	8	First day of school
	14	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	29	Early release – students dismissed 2 hours 15 minutes early
October	12	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	15	Parent Teacher Conferences 4:00-8:00 p.m.
	16	No School: Parent Teacher Conferences 8:00 a.m. to 8:00 p.m. <u>Except Mills and Ponderosa: Full School Day</u>
		Parent Teacher Conferences 4:00-8:00 p.m.
	27	Early release – students dismissed 2 hours 15 minutes early
November	6	Grade Prep Day – NO SCHOOL
	9	Report cards sent home through ParentVUE
	9	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	11	Veterans' Day – NO SCHOOL
	17	Early release – students dismissed 2 hours 15 minutes early
	23-27	Thanksgiving Break – NO SCHOOL
December	11	Midterm progress reports sent home
	14	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	Dec 21 - Jan 1	Winter Break – NO SCHOOL
January	1	Winter Break – NO SCHOOL
	4	School Resumes
	11	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	18	Martin Luther King Day – NO SCHOOL
	26	Early release – students dismissed 2 hours 15 minutes early
	29	Teacher Grade Prep Day – NO SCHOOL
February	1	Report cards sent home through ParentVUE
	8	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	15	Presidents' Day – NO SCHOOL
	23	Early release – students dismissed 2 hours 15 minutes early
March	5	Midterm progress reports sent home
	8	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	22-26	Spring Break – NO SCHOOL
	30	Early release – students dismissed 2 hours 15 minutes early
April	9	Teacher Grade Prep Day – NO SCHOOL
	12	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	15	Parent Teacher Conferences 4:00-8:00 p.m.
	16	No School: Parent Teacher Conferences 8:00 a.m. to 8:00 p.m. <u>Except Mills and Ponderosa: Full School Day</u>
		Parent Teacher Conferences 4:00-8:00 p.m.
	27	Early release – students dismissed 2 hours 15 minutes early
May	7	Midterm progress reports sent home
	10	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	25	Early release – students dismissed 2 hours 15 minutes early
	31	Memorial Day – NO SCHOOL
June	11	Eagle Ridge New Tech High School Graduation
	12	Klamath Learning Center Graduation
	13	Klamath Union High School Graduation
	14	Board of Education Meeting at 6:00 p.m. starting at 6:00 p.m.
	16	Last Day for Students
	17	Last Day for Teachers/Teacher Preparation Day
	18	Juneteenth
	21	End-of-year report cards sent home through ParentVUE

Attendance Expectations

Regular attendance matters. Students are expected to be at school every day, on time, unless they are ill or have an emergency. Families should avoid scheduling appointments during the school day whenever possible.

Parents or guardians should contact the school when a student is absent. Schools will notify families when a student has an unplanned absence, as required by district policy.

Excused Absences

- Personal illness of the student.
- Emergency situations that require the student to be absent.
- Field trips and school-approved activities.
- Medical or dental appointments. The school may ask for confirmation.
- Other reasons approved by the school administrator when arrangements are made in advance.

Make-Up Work

Students may make up work missed during excused absences, including suspensions. Teachers will provide reasonable time and support for make-up work, consistent with district policy.

Tardies and Truancy

Students are expected to be in class and ready to learn when class begins. Repeated tardies or leaving campus without permission may result in school intervention or discipline.

Academics, Grades, Progress Reports, and Conferences

Academic Program

High school instruction supports graduation, college and career readiness, and post-secondary planning. Students should work with counselors and teachers to understand credits, graduation requirements, career pathways, and available programs.

Grades and Progress Reports

Families will receive information about student progress during the year. Teachers should contact families when a student is struggling or when there is a sudden change in performance.

Grades are based on academic performance. Behavior and attendance may be reported separately unless district policy allows otherwise.

Conferences

October 15, 2026: Full School Day: Parent Teacher Conferences 4-7:30 p.m.

October 16, 2026: No School: Parent Teacher Conferences 8 a.m. to 7:30 p.m.

April 15, 2027: Full School Day: Parent Teacher Conferences 4-7:30 p.m.

April 16, 2027: No School: Parent Teacher Conferences 8 a.m. to 7:30 p.m.

Families may request a conference whenever they have a concern or question about student progress.

Academic Honesty

Students are expected to do their own work and give credit when using someone else's ideas, words, images, or information. Cheating, plagiarism, unauthorized collaboration, and misuse of artificial intelligence tools are not allowed.

Student Support Programs

Klamath Falls City Schools provides programs and services to support student success. Services may vary by grade level, school, eligibility, and student need.

- Counseling and guidance services
- Special education and Section 504 supports
- Talented and Gifted (TAG) services
- English Learner supports
- McKinney-Vento supports for students experiencing homelessness
- Title I and supplemental academic supports where applicable
- Title I-C Migrant Education supports where applicable
- Title VI Indian Education supports where applicable

Families should contact the school office, counselor, or principal for more information about available supports.

Student Rights and Responsibilities

Every student has the right to learn in a safe, respectful, and welcoming environment. Every student also has the responsibility to help keep school safe and respectful.

- Be respectful to students, staff, families, visitors, and school property.
- Follow adult directions and school rules.
- Use kind, safe, and school-appropriate language and behavior.
- Attend school regularly and arrive on time.
- Complete schoolwork honestly and on time.
- Report safety concerns, bullying, harassment, threats, or discrimination to a trusted adult.

Student Conduct and Discipline

The district behavior matrix guides school responses to student behavior. Consequences may include reteaching, parent contact, conferences, restorative practices, loss of privileges, detention, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion when allowed by law and policy.

Dress Code

Students are expected to dress in a way that is safe, respectful, and appropriate for school. Clothing must not disrupt learning, threaten safety, or promote drugs, alcohol, tobacco, weapons, sexual content, gang affiliation, hate speech, discriminatory messages, or other content prohibited by the Student Code of Conduct.

Students must wear clothing that includes a shirt with pants, shorts, skirt, dress, or equivalent clothing, and shoes. Clothing must cover undergarments, except waistbands and straps. Clothing must be suitable for scheduled activities, including PE, science labs, CTE classes, recess, field trips, and other activities where safety matters.

Students may be asked to cover up or change clothing if the clothing does not meet these expectations. Administration will make final decisions when questions arise.

The visual below is included as a quick reference. The written dress code and Board policy are the official source if there is any question.



Level	Examples	Possible Response
Level 1	Minor behavior handled by classroom staff.	Reteach expectations, redirect, conference with student, parent contact when needed.
Level 2	Repeated or more serious behavior that disrupts learning or safety.	Documented interventions, parent contact, loss of privilege, restorative response, staff or administrator support.
Level 3	Major behavior that requires administrator response, such as physical aggression, major disruption, bullying, or major property damage.	Administrator action, safety plan, suspension, behavior plan, parent meeting, possible law enforcement contact.
Level 4	Serious behavior assigned by state law, Board policy, or safety needs. This includes firearms, destructive devices, drugs, serious threats, extreme sexualized behavior, hate speech, and discriminatory conduct targeting protected classes.	Required administrator action, threat assessment when needed, law enforcement when required, suspension or expulsion when allowed, and support planning.

Hate Speech, Discrimination, Harassment, and Bullying

Hate speech, discriminatory conduct, harassment, intimidation, bullying, cyberbullying, dating violence, domestic violence, and threats are not allowed. Reports will be reviewed and addressed according to district policy, the behavior matrix, and applicable law.

Hate speech is not tolerated in Klamath Falls City Schools. Any student who engages in hate speech will be subject to suspension. Depending on the nature and severity of the conduct, additional disciplinary action, up to and including expulsion, may be imposed at the principal's discretion, consistent with district policy and applicable law.

Following a suspension for hate speech, the student will be required to participate in a re-entry intervention or educational activity focused on appropriate and respectful speech, the impact of hate speech on others, and expectations for conduct at school.

Restorative Practices and Support

When appropriate, schools may use restorative practices to help students understand harm, repair relationships, and rebuild trust. Restorative practices do not replace required safety actions or legal requirements.

Technology, Chromebooks, Internet Use, and Personal Devices

Chromebooks and School Materials

School materials, textbooks, Chromebooks, chargers, and other equipment are loaned to students. Students are responsible for taking care of assigned items. Families may be charged for items that are lost, stolen, misused, or damaged, consistent with district policy.

Internet and Computer Use

District technology is for school-related work. Students must use devices, networks, and online tools safely and appropriately. Hacking, bypassing filters, damaging systems, or using technology to harass, threaten, bully, or discriminate is not allowed.

Cell Phones and Personal Electronic Devices

High school students must follow the personal electronic device expectations in the school-specific appendix for their school. KUHS, Eagle Ridge, and KLC have different implementation procedures.

Activities, Athletics, Clubs, Field Trips, and Fundraising

Activities and Clubs

Schools may offer clubs, activities, and events to help students connect with school and build community. Students must follow school rules during all activities and events.

Athletics

Students who participate in athletics must follow district rules, school rules, team rules, and applicable activity or athletic association requirements. Eligibility may include attendance, grades, behavior, and physical examination requirements.

Field Trips

Field trips are part of the school learning experience. Students are considered to be in school while participating and must follow the Student Code of Conduct, Board policy, and directions from supervising staff.

Fundraising

Student groups may conduct fundraising only with prior approval from school administration. Money collected for school-approved activities must be submitted and handled according to district procedures.

School Procedures

Visitors and Volunteers

All visitors must check in at the school office. Visitors may be asked to show government-issued identification and may be screened through the district visitor management system. Student visitors are not allowed during the school day unless approved by administration.

Closed Campus and Release of Students

Campus expectations differ by high school. See the school-specific appendices for KUHS, Eagle Ridge, and KLC campus rules.

Messages, Deliveries, and Telephone Use

The school office may deliver important messages from parents or guardians. Deliveries should not disrupt instruction. Students may use school phones only with permission.

Lost and Found

Students should report lost items to the school office. Unclaimed items may be donated or disposed of at the discretion of the school.

Posters, Flyers, and Materials

Posters, flyers, signs, and materials must be approved before being posted or distributed at school.

Personal Property

Students should not bring large amounts of money, valuables, or unsafe items to school. The school is not responsible for personal items that are lost, stolen, or damaged.

School Property

Students are expected to respect school property. Students may be responsible for repair or replacement costs for property they damage or lose.

Safety and Emergency Procedures

Klamath Falls City Schools maintains emergency plans for fires, earthquakes, safety threats, lockdowns, and other emergencies. Students must follow staff directions quickly and calmly during drills and emergencies.

Emergency Closure of Schools

If school is closed or delayed because of weather, safety, or another emergency, the district will share information through official district communication systems. Families should keep contact information current.

Mandatory Child Abuse Reporting

Oregon law requires school employees to report suspected child abuse or neglect to the proper agency or law enforcement. Staff are not allowed to discuss abuse reports with families or others.

Searches

School officials may search students, personal property, lockers, or school property when allowed by law and district policy. Searches are used to help keep students and staff safe.

Threats and Weapons

Threats of violence and weapons are serious safety issues. Students who make threats, bring weapons, or use objects in unsafe ways may receive serious discipline and may be referred to law enforcement.

Appendix A: Klamath Union High School

School Identity

Mascot: Pelicans. Colors: Red and White. KUHS has a long history in Klamath Falls and offers academic, activity, athletic, and career-connected opportunities.

Campus and Lunch

KUHS campus procedures may include open-period and lunch rules that differ from Eagle Ridge and KLC. Students must follow the current KUHS campus procedures approved for 2026-2027.

Cell Phones and Personal Devices

KUHS students must follow the approved KUHS personal device policy. The prior handbook stated that devices may not be visible, heard, or used from the first bell to the last bell, including breaks and lunch. This section should be reviewed and confirmed for 2026-2027.

Parking

Students who drive must register vehicles and follow KUHS parking and driving rules. Parking fees and speed limits should be confirmed for 2026-2027.

Klamath Union High School Bell Schedule

	Monday, Wednesday, Friday – Regular Schedule	Tuesday and Thursday – Flex-time Schedule
Breakfast	7:45–7:55	7:45–7:55
1	8:00–8:50	8:00–8:45
2	9:00–9:50	8:55–9:40
Break	9:50–10:00	9:40–9:50
3	10:05–10:55	9:55–10:45
Flex-time	—	10:50–11:20
4	11:00–11:50	11:25–12:10
Lunch	11:50–12:25	12:10–12:40
5	12:30–1:20	12:45–1:30
6	1:25–2:15	1:35–2:20
7	2:20–3:10	2:25–3:10
Bus Departure	3:20	3:20

KUHS/Sky Lakes Medical Center Bus Schedule

Period	BUS 1 Departs KUHS	BUS 2 Departs SLMC
1	7:50 a.m. — Cafeteria	8:55 a.m. — Pavilion
2	8:50 a.m. — Front Office	9:55 a.m. — Pavilion
3	9:50 a.m. — Front Office	10:55 a.m. — Pavilion

Schedules subject to change

Valedictorian and Salutatorian Selection Procedure (process for Class of 2026, 2027 and 2028)

The Valedictorian and Salutatorian selection process is as follows:

1. The valedictorian will be the student with the highest grade point average as computed at the end of seven semesters of high school work.
2. The salutatorian will be the student with the second highest grade point average (computed to four digits) as computed at the end of seven semesters of high school work.
3. In case of a tie for valedictorian, co-valedictorians will be honored.
4. In case of a tie for salutatorian, co-salutatorians will be honored.
5. Foreign exchange students will not receive a high school diploma nor be considered in computing class rank and, therefore, will not be eligible for any academic honors.
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Klamath Union High School prior to and continuously following the tenth school day of the student's senior year. Refer to Board Policy IKC.

An Honors Diploma will be required for all valedictorian and salutatorian candidates.

Weighted Grades/Grading Scale/Honors Courses (starts with the Class of 2029)

In the interest of encouraging outstanding student achievement and increasing participation in challenging coursework, GPA, class rank, and valedictorian will be calculated using a weighted scale for courses designated as honors. Honors classes will be scored on a weighted scale with weighted scores applied to Klamath Union High School honors courses only.

The KU grading scale will be as follows:

Regular classes will be unweighted. Designated Honors Classes below will be weighted.

Percentage	Letter Grade	Unweighted (4.0) GPA	Weighted Honors (5.0) GPA
97-100%	A+	4.0	5.0
93-96%	A	4.0	5.0
90-92%	A-	3.7	4.7
87-89%	B+	3.3	4.3
83-86%	B	3.0	4.0
80-82%	B-	2.7	3.7
77-79%	C+	2.3	3.3
73-76%	C	2.0	3.0
70-72%	C-	1.7	2.7
67-69%	D+	1.3	2.3
60-66%	D	1.0	2.0
Below 60%	F	0.0	0.0

The following are the core classes offered at KU by subject area (H notes an honors class):

- **Math:** AP Calculus H, AP Pre-Calculus H, AP Statistics H, Algebra 2, Math in Society, Geometry, Algebra 1
- **Language Arts:** Writing 121/122 H, English 12, Honors English 11 H, English 11, Advanced English 10, English 10, Advanced English 9, English 9
- **Science:** Anatomy H, AP Environmental Science H, Physics H, Microbiology H, Chemistry H, Chemistry, Astronomy/Zoology, Biology, Integrated Science

- **Social Studies:** Government H/Econ H, Government/Econ, U.S. History H, U.S History, World History Adv., World History (5 semester scores/see below)
- **Foreign Language:** Spanish 4 H, Spanish 3 H, Spanish 2, Spanish 1
- **Outside AP courses may be considered for the Honors designation and weighted grading with administration approval.**

GPA and Class Ranking Calculation

Final GPA and class ranking will be calculated at the completion of the school year for the four-year cohort graduating class in June. GPA and class ranking will use ALL credits and grades earned on the transcript.

Valedictorian Determination

A valedictorian will be selected for each graduating class. The valedictorian and salutatorian will be selected according to the following procedure at the end of seven semesters:

1. The valedictorian honor will be based on the grade point average (GPA) in core classes (14.5 credits) and 6.5 additional credits required for graduation. The core classes will include four math classes (3.5 credits), four language arts classes (3.5 credits), four science classes (3.5 credits), three social studies classes (2.5 credits), and two foreign language classes (1.5 credits). The 6.5 additional required credits will be made up by the following classes: 1.0 PE, 1.0 Health, 0.5 Senior Seminar, 1.5 CTE/Arts/Language, 2.5 additional electives. Honors classes will be scored on a weighted scale with weighted scores applied to Klamath Union High School honors courses only.
2. The 3 most recent foreign language semesters will be used in the calculation for the foreign language requirement.
3. The valedictorian calculation will be based on 21 credits (end of 7th semester). The calculation will be based on the courses with the lowest scores from the student's transcript. The lowest grades will be chosen regardless of the number of credits earned.
4. Pass/No Pass grades in elective classes will only be used in the calculation if they are needed to fill the 21-credit requirement for calculation. A passing score for this calculation will be considered a C for the calculation for valedictorian. This does not apply to the class rank calculation. In the class rank calculation, a Pass/No Pass is not considered in the GPA calculation.
5. KU honors classes only will be counted at a 5.0 scale. Outside honors credits will be counted at a regular, 4.0 scale.
6. The valedictorian will be the student(s) with the highest grade point average as computed at the end of the seventh semester of high school in the classes outlined above.
 - a. Grade point averages will be calculated to the one hundredth place.
 - b. Students sharing the same grade point average will share the title of valedictorian. If multiple valedictorians are honored, no salutatorian will be named in that year.
 - c. The deadline for any grades to be considered for the purpose of selecting a valedictorian and/or salutatorian will be the first Friday in April. All grades must be submitted by that date.
 - d. The salutatorian will be the student with the second highest grade point average as computed at the end of seven semesters based on the calculations above.
 - e. In case of a tie for salutatorian, multiple salutatorians will be honored.
7. To be eligible for valedictorian or salutatorian honors, a student must be enrolled full time at Klamath Union High School prior to and continuously following the 10th school day of the student's junior year. Foreign exchange students will not be eligible for valedictorian or salutatorian honors.

Honors Diploma

Requirements:

- 3.5 GPA at the end of the 7th semester
- Take 6 KU honors courses
- Passing score on SBAC (ELA, Math, Science)
- Completion of a Pathway

Appendix B: Eagle Ridge New Tech High School

School Identity and Program Model

Eagle Ridge New Tech High School is part of the New Tech Network and emphasizes project-based learning, career and technical education, and professional skills such as communication, teamwork, problem-solving, time management, leadership, and agency.

Student Learning Outcomes

- Communication: oral and written communication
- Critical thinking: reasoning, problem-solving, and creating new ideas
- Reflective learning: deepening knowledge and setting goals
- Collaboration: contribution and teamwork
- Community minded: making a difference and being involved in the community

GRIT

GRIT stands for Growth Mindset, Resilience, Inspiration, and Tenacity. Students are encouraged to keep learning and working toward long-term goals even when learning is challenging.

Closed Campus and Incentive Program

Eagle Ridge is a closed campus. Students stay on campus during the school day unless they have an approved reason to leave. Students may earn off-campus lunch privileges by meeting school expectations for grades, attendance, and behavior, if the program is approved for 2026-2027.

Yondr and Personal Devices

Eagle Ridge uses the Yondr system. Students turn off phones and earbuds and secure them in a Yondr pouch when they arrive. Phones may be used after the pouch is opened at the end of the school day. Consequences for non-compliance should be confirmed for 2026-2027.

Field Trips and Fundraising

Eagle Ridge may require activity, field trip, and fundraising requests to be submitted in advance for administrative approval. Eligibility expectations for field trips should be confirmed for 2026-2027.

Eagle Ridge New Tech High School Bell Schedule

	PURPLE (A) Periods 1, 3, 5, 7	SILVER (B) Periods 2, 4, 6, 8
Breakfast	7:45–8:00	7:45–8:00
1	8:05–9:35	—
2	—	8:05–9:35
Break	9:35–9:42	9:35–9:42
3	9:45–11:15	—
4	—	9:45–11:15
Advisory	11:18–11:38	11:18–11:38
Lunch	11:38–12:08	11:38–12:08
5	12:11–1:41	—
6	—	12:11–1:41
7	1:44–3:14	—
8	—	1:44–3:14
Bus	8:00 Arrival 3:20 Departure	8:00 Arrival 3:20 Departure
Office Hours	7:30–4:00	7:30–4:00
Faculty Hours	8:00–4:00	8:00–4:00
Common Prep	3:15–4:00	3:15–4:00

Schedules subject to change

Appendix C: Klamath Learning Center

School Identity and Program Model

Klamath Learning Center operates as a separate school on the Eagle Ridge New Tech High School campus. KLC supports students as they work toward completing their K-12 education and planning for next steps such as trade school, military service, college, Job Corps, or employment.

Campus Expectations

KLC is a closed campus. Students are expected to remain at school during their assigned time. Leaving campus without permission is considered truancy.

Yondr and Personal Devices

KLC follows the Eagle Ridge/KLC campus Yondr system. Students secure phones and personal electronic devices when they arrive and may use them only after school procedures allow devices to be unlocked.

Home Learning and Program Placement

Some students may participate in home learning or other KLC program options. Program placement and changes should be handled through school administration and family meetings.

Klamath Learning Center Bell Schedule

Morning Block – High School Diploma & GED	
Breakfast	8:15–8:25
Class Time	8:25–11:15
Lunch	11:15–11:30

Afternoon Block – GED Only	
Class Time	12:00–3:15
Lunch	12:15–12:30

Additional Information	
Morning Bus	8:00
Afternoon Bus	3:20
Office Hours	7:30–4:00
Staff Hours	8:00–4:00
Staff Lunch	11:30–12:00
Staff Prep	8:00–8:15 / 3:15–4:00

Schedules subject to change

Policy Links and Annual Notices

District policies are available through the Klamath Falls City Schools website and the online policy manual. Families may contact the school office if they need help finding a policy or need a copy in another format.

- Board Policy AC: Non-Discrimination
- Board Policy JFC/JG: Student Conduct and Discipline
- Board Policy JE/JEA/JED: Attendance
- Board Policy IIBGA-AR: Electronic Communications and Internet Use
- Board Policy EBCB: Emergency Drills and Safety Procedures

Annual notices that are part of separate department handbooks, including health, food service, and transportation notices, should be included in those handbooks rather than repeated here.

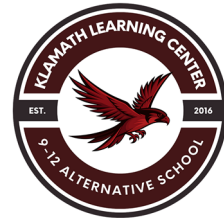


Klamath Falls City Schools

de las escuelas secundarias

Manual para estudiantes y padres

2026-2027



Klamath Union High School, Eagle Ridge New Tech High School y Klamath Learning Center

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Mensaje de bienvenida

Bienvenidos al año escolar 2026-2027. Este manual explica las reglas, los pasos que se deben seguir y la ayuda disponible para los estudiantes de escuela secundaria y sus familias. Está escrito para que sea claro y fácil de usar. Si tienen preguntas, las familias pueden comunicarse con la oficina de la escuela.

Klamath Falls City Schools se compromete a ayudar a todos los estudiantes a aprender, crecer y prepararse para tener éxito en el futuro.

Misión y visión, igualdad y no discriminación del distrito

Misión

Ayudar a cada estudiante a crecer, aprender más y construir un futuro mejor.

Visión

Ser una comunidad educativa excelente donde todos los estudiantes estén preparados para tener éxito en la universidad, el trabajo y la vida.

Política contra la discriminación

Klamath Falls City Schools no permite la discriminación ni el hostigamiento por la raza, el color de piel, la religión, el sexo, la orientación sexual, la identidad de género, el país de origen, el estado civil, la edad, una discapacidad o la relación con una persona de uno de estos grupos. Ver la Política AC de la Junta.

Actualización del Manual del Comité de Igualdad del Distrito

Después de la reunión del Comité de Equidad del Distrito, el comité pidió que se actualizaran las políticas y los manuales del distrito. El objetivo es que las reglas del distrito sean claras y cumplan con las leyes de Oregon sobre la seguridad de los estudiantes y el trato justo para todos.

El comité pide cambiar los manuales del distrito para explicar claramente qué son las palabras de odio y qué consecuencias habrá cuando alguien las use. Esto cumple con la ley ORS 659.850, que prohíbe la discriminación en las escuelas públicas primarias y secundarias, y con la ORS 339.356, que exige que los distritos escolares tengan reglas que prohíban el hostigamiento, las amenazas y el acoso escolar. Al explicar estas consecuencias, el distrito cumple con la regla Todo estudiante pertenece del Departamento de Educación de Oregon, que protege a ciertos grupos que también están protegidos por ley (OAR 581-022-2312).

El comité también pide enseñar a todo el personal a tratar a todos de manera justa y a entender el daño que pueden causar las microagresiones, también llamadas pequeños actos de discriminación. Esto cumple con la Ley del Senado 732 (2021), que busca un trato más justo para todos, y con la Guía de igualdad de Oregon, para que el personal pueda reconocer y reducir los problemas del sistema que dificultan el éxito de los estudiantes.

Palabras y acciones de odio o discriminación

Las palabras y acciones de odio o discriminación incluyen palabras, símbolos, imágenes, gestos o acciones contra una persona o grupo por pertenecer a un grupo protegido por la ley. Esta conducta no está permitida en la escuela, en actividades escolares, al usar la tecnología del distrito ni al ir o volver de la escuela o de una actividad escolar.

Los estudiantes deben informar las palabras de odio, el acoso, las amenazas, el acoso escolar, el acoso por internet o la discriminación a un adulto de confianza, maestro, consejero o administrador. La escuela responderá, investigará si es necesario y usará la Guía de conducta del distrito y las políticas de la Junta para decidir qué hacer.

En las Escuelas de la Ciudad de Klamath Falls no se tolera el discurso de odio. Cualquier estudiante que participe en discurso de odio será objeto de suspensión. Dependiendo de la naturaleza y la gravedad de la conducta, se podrán imponer medidas disciplinarias adicionales que pueden llegar incluso a la expulsión. La disciplina puede ser impuesto a la discreción del director, si es coherente con la política del distrito y la legislación vigente.

Tras una suspensión por discurso de odio, el estudiante deberá participar en una intervención de reincorporación o en una actividad educativa centrada en el uso de un lenguaje apropiado y respetuoso, el impacto del discurso de odio en los demás y las expectativas de conducta en la escuela.

Aviso sobre la ADA y la Sección 504

Los estudiantes y las familias que necesiten ayuda por una discapacidad deben comunicarse con la oficina de la escuela o con el Departamento de Servicios Especiales del distrito. El distrito trabaja para que las personas con discapacidades puedan participar en sus programas, servicios y actividades.

Manuales del Departamento

La información sobre servicios de salud, transporte y comidas estará en otros manuales del departamento del distrito. En esos manuales del departamento encontrará más información sobre los pasos que debe seguir, con quién comunicarse, los formularios y las reglas de esos servicios.

Información de contacto del distrito y de la Junta

Cargo	Nombre	Teléfono
Superintendente	Keith A. Brown	541-883-4700
Directora ejecutiva de Recursos Humanos	Renee Clark	541-883-4700
Directora ejecutiva de Servicios Especiales	Dena Haudenschild	541-883-4745
Director ejecutivo de Operaciones	Daymond Monteith	541-883-4703
Director ejecutivo de Mejora Escolar	Fred Bartels	541-883-4744
Director ejecutivo de Educación Alternativa	Brett Lemieux	541-883-4700

Zona de la Junta	Miembro de la Junta
Zona 1 - Roosevelt	Andrea Jensen
Zona 2 - General	Andrew Biggs
Zona 3 - Conger	Vanessa Bennett
Zona 4 - Mills	Kathy Hewitt
Zona 5 - Pelican	Trina Perez
Zona 6 - General	Kelsey Bitzer
Zona 7 - General	Nicole Trejo

Información de contacto de la escuela secundaria

Escuela	Director/Administrador principal	Dirección	Teléfono
Klamath Union High School	Rod Heyen	1300 Monclair Street Klamath Falls, OR 97601	541-883-4710
Eagle Ridge New Tech High School	Terry Bennett	677 South 7th Street Klamath Falls, OR 97601	541-884-7627
Klamath Learning Center	Toby R. Flackus	677 South 7th Street Klamath Falls, OR 97601	541-884-7627

Comunicación con la familia: ParentVUE y sitio web

Las familias son responsables de mantener al día su información de contacto. Avise de inmediato a la oficina de la escuela si cambia su dirección, número de teléfono, correo electrónico, contacto de emergencia o información sobre la custodia del estudiante.

ParentVUE

Klamath Falls City Schools usa ParentVUE para inscribir a los estudiantes, ver sus calificaciones e informes de progreso y enviar mensajes de manera segura al maestro de su hijo. ParentVUE es la forma oficial del distrito para comunicarse con los maestros. Úselo en lugar de números de teléfono o correos electrónicos personales. Las familias deben entrar a ParentVUE cada año para inscribir al estudiante o revisar que su información sea correcta.

Sitio web del distrito

En el sitio web del distrito puede encontrar información del distrito y de las escuelas, enlaces a las políticas, manuales y avisos importantes.

Inscripción y registros del estudiante

La inscripción se tiene que hacer cada año escolar. Las familias nuevas, las que regresan y las que cambian de una escuela de KFCS a otra deben seguir las instrucciones del distrito y pedir ayuda a la oficina de la escuela si la necesitan.

- Las familias tienen que dar información correcta de contacto y para casos de emergencia.
- Cuando la información cambia, los padres y tutores deben informarlo inmediatamente a la escuela.
- Los registros escolares del estudiante están protegidos por la ley. Las familias pueden pedir los registros escolares en la oficina de la escuela.
- La oficina de la escuela debe recibir información sobre la custodia, las órdenes de restricción y otras órdenes de un juez para que la escuela pueda cumplirlas correctamente.

Calendario de la escuela, horarios diarios y asistencia

Calendario 2026-2027

Agosto	21	Ponderosa – Recorridos de la escuela para estudiantes nuevos
Septiembre	7	Día del Trabajo – NO HAY CLASES
	8	Primer día de escuela
	14	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
Octubre	29	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
	12	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	15	Reuniones de padres y maestros de 4:00 a 8:00 p. m.
	16	No hay clases: reuniones de padres y maestros de 8:00 a. m. a 8:00 p. m. <u>Salvo en las escuelas Mills y Ponderosa: día de escuela completo</u>
	27	Reuniones de padres y maestros de 4:00 a 8:00 p. m. Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
Noviembre	6	Día para preparar las calificaciones – NO HAY CLASES
	9	Se envían los boletines de calificaciones a casa por ParentVUE
	9	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	11	Día de los Veteranos - NO HAY CLASES
	17	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
Diciembre	23-27	Vacaciones por Acción de Gracias – NO HAY CLASES
	11	Se envían a casa los informes de progreso de mitad del período
	14	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
Enero	21 de dic – 1 de ene	Vacaciones de invierno – NO HAY CLASES
	1	Vacaciones de invierno – NO HAY CLASES
	4	Vuelta a la escuela
	11	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	18	Día de Martin Luther King – NO HAY CLASES
Febrero	26	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
	29	Día para que los maestros preparen las calificaciones – NO HAY CLASES
	1	Se envían los boletines de calificaciones a casa por ParentVUE
Marzo	8	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	15	Día del Presidente – NO HAY CLASES
	23	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
	5	Se envían a casa los informes de progreso de mitad del período
Abril	8	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	22-26	Vacaciones de primavera – NO HAY CLASES
	30	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
Mayo	9	Día para que los maestros preparen las calificaciones – NO HAY CLASES
	12	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	15	Reuniones de padres y maestros de 4:00 a 8:00 p. m.
	16	No hay clases: reuniones de padres y maestros de 8:00 a. m. a 8:00 p. m. <u>Salvo en las escuelas Mills y Ponderosa: día de escuela completo</u>
	27	Reuniones de padres y maestros de 4:00 a 8:00 p. m. Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
Junio	7	Se envían a casa los informes de progreso de mitad del período
	10	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	25	Salida más temprano – los estudiantes salen de clase 2 horas y 15 minutos antes de la hora de salida habitual
	31	Día de los Caídos – NO HAY CLASES
Junio	11	Graduación de la Escuela preparatoria Eagle Ridge New Tech
	12	Graduación del Klamath Learning Center
	13	Graduación de la Escuela preparatoria Klamath Union
	14	Reunión de la Junta de Educación a las 6:00 p. m. inicio a las 6:00 p. m.
	16	Último día de clase para los estudiantes
	17	Último día de trabajo de los maestros/Día de preparación de los maestros
Junio	18	Día de la Emancipación (<i>Juneteenth</i>)
	21	Se envían los boletines de calificaciones de fin de año a casa por ParentVUE

Reglas de asistencia

Es importante asistir a la escuela todos los días. Los estudiantes deben ir a la escuela todos los días y llegar a tiempo, a menos que estén enfermos o tengan una emergencia. Cuando sea posible, las familias deben tratar de no programar citas durante el horario escolar.

Los padres o tutores deben avisar a la escuela cuando un estudiante no va a ir a clases. La escuela avisará a la familia cuando un estudiante falte sin aviso previo, como lo exige la política del distrito.

Inasistencias justificadas

- Enfermedad personal del estudiante.
- Situaciones de emergencia que no permiten que el estudiante vaya a la escuela.
- Excursiones y actividades aprobadas por la escuela.
- Citas médicas o dentales. Es probable que la escuela pida un comprobante.
- Otros motivos que apruebe el administrador de la escuela si se avisa con anticipación.

Trabajos para ponerse al día

Los estudiantes pueden hacer los trabajos que perdieron cuando faltaron con permiso, incluso si fueron suspendidos. Los maestros darán a los estudiantes tiempo y ayuda para hacer los trabajos que perdieron, según las reglas del distrito.

Llegadas tarde y faltas sin permiso

Los estudiantes deben estar en clase y listos para aprender cuando empiece la clase. Llegar tarde varias veces o salir de la escuela sin permiso puede tener consecuencias.

Clases, calificaciones, informes de progreso y reuniones con los padres

Programa de estudios

La enseñanza en la escuela secundaria ayuda a los estudiantes a prepararse para graduarse, ir a la universidad, trabajar y hacer planes para después de terminar la escuela. Los estudiantes deben hablar con los consejeros y maestros para entender los créditos, los requisitos para graduarse, las opciones de carreras y los programas disponibles.

Calificaciones e informes de progreso

Las familias recibirán información sobre cómo les va a los estudiantes durante el año. Los maestros deben avisar a las familias si un estudiante tiene dificultades o si de repente empieza a tener problemas con sus estudios.

Las calificaciones se basan en cómo le va al estudiante en sus estudios. La conducta y la asistencia se informarán por separado, a menos que las reglas del distrito permitan otra cosa.

Reuniones con los padres

15 de octubre de 2026: Día de escuela completo: Reuniones de padres y maestros de 4:00 a 7:30 p. m.

16 de octubre de 2026: No hay clases: Reuniones de padres y maestros de 8:00 a. m. a 7:30 p. m.

15 de abril de 2027: Día de escuela completo: Reuniones de padres y maestros de 4:00 a 7:30 p. m.

16 de abril de 2027: No hay clases: Reuniones de padres y maestros de 8:00 a. m. a 7:30 p. m.

Las familias pueden pedir una reunión cuando tengan alguna pregunta o preocupación sobre cómo le va al estudiante.

Honestidad en el trabajo escolar

Los estudiantes deben hacer sus propios trabajos y decir de dónde sacaron las ideas, palabras, imágenes o información si son de otras personas. No se permite hacer trampa, copiar el trabajo de otra persona, trabajar con otros sin permiso ni usar de manera incorrecta herramientas de inteligencia artificial.

Programas de apoyo para estudiantes

Klamath Falls City Schools ofrece programas y ayuda para que los estudiantes tengan éxito. La ayuda disponible puede ser diferente según el grado, la escuela, si el estudiante cumple con los requisitos para recibirla y sus necesidades.

- Servicios de consejería y orientación
- Ayuda de educación especial y de la Sección 504
- Servicios para estudiantes talentosos y con capacidades avanzadas (*talented and gifted*, TAG)
- Ayuda para estudiantes que están aprendiendo inglés
- Ayuda de McKinney-Vento para estudiantes que no tienen vivienda
- Ayuda del Título I y otra ayuda con los estudios, cuando corresponda
- Ayuda del programa de Educación para Estudiantes Migrantes del Título I-C, cuando corresponda
- Ayuda del programa de Educación para Estudiantes Indígenas del Título IV, cuando corresponda

Las familias pueden pedir más información sobre la ayuda disponible en la oficina de la escuela, al consejero o al director.

Derechos y responsabilidades del estudiante

Todos los estudiantes tienen derecho a aprender en un lugar seguro, donde sean respetados y bien recibidos. Todos los estudiantes también deben ayudar a que la escuela sea un lugar seguro donde se respete a todos.

- Tratar con respeto a los estudiantes, al personal, a las familias y a los visitantes, y cuidar las cosas de la escuela.
- Seguir las instrucciones de los adultos y las reglas de la escuela.
- Usar palabras amables y apropiadas para la escuela, y portarse de manera segura y adecuada.
- Asistir a la escuela todos los días y llegar a tiempo.
- Hacer los trabajos escolares por su cuenta y entregarlos a tiempo.
- Avisar a un adulto de confianza si hay problemas de seguridad, acoso escolar, hostigamiento, amenazas o discriminación.

Conducta y disciplina del estudiante

La Guía de conducta del distrito muestra qué debe hacer la escuela según las diferentes conductas de los estudiantes. Las consecuencias pueden incluir volver a enseñar cómo debe comportarse el estudiante, avisar a los padres, tener reuniones, hablar sobre lo ocurrido y cómo reparar el daño, quitar privilegios, quedarse después de clases, suspensión dentro o fuera de la escuela, informar a la policía o expulsión, cuando lo permitan la ley y la política del distrito.

Reglas sobre la ropa

Los estudiantes deben usar ropa que sea segura, respetuosa y apropiada para la escuela. La ropa no debe interrumpir en las clases, poner a nadie en peligro ni mostrar mensajes o imágenes sobre drogas, alcohol, tabaco, armas, contenido sexual, pandillas, palabras de odio, discriminación u otro contenido prohibido por el Código de conducta estudiantil.

Los estudiantes deben usar una camisa o camiseta con pantalones, largos o cortos, falda, vestido u otra ropa similar, y zapatos. La ropa debe cubrir la ropa interior, excepto los breteles y la parte de la cintura. La ropa debe ser adecuada para cada actividad, como educación física, laboratorios de ciencias, clases de CTE, recreo, excursiones y otras actividades donde es importante estar seguro.

Si la ropa no cumple con estas reglas, se le puede pedir al estudiante que se cubra o se cambie de ropa. Si hay dudas, la administración de la escuela tomará la decisión final.

Referencia visual de las reglas sobre la ropa

La imagen de abajo sirve como guía rápida. Si hay alguna duda, se deben seguir las reglas escritas sobre la ropa y la política de la Junta.



Resumen de la Guía de conducta

Nivel	Ejemplos	Posible respuesta
Nivel 1	Problemas leves de conducta que trata el personal del salón de clases.	Volver a enseñar cómo debe comportarse el estudiante, ayudarlo a corregir su conducta, hablar con él y avisar a los padres cuando sea necesario.
Nivel 2	Conducta que se repite o es más grave y causa problemas para aprender o estar seguros.	Anotar la ayuda que se dio, avisar a los padres, quitar un privilegio, hablar sobre lo ocurrido y cómo reparar el daño, y recibir ayuda del personal o de un administrador.
Nivel 3	Conducta grave que debe tratar un administrador, como agresión física, interrumpir gravemente las clases, acoso escolar o causar daños graves a las cosas de la escuela.	Medidas de un administrador, plan de seguridad, suspensión, plan para mejorar la conducta, reunión con los padres y, si es necesario, avisar a la policía.
Nivel 4	Conducta grave que debe tratarse según la ley estatal, las reglas de la Junta o lo que sea necesario para mantener la seguridad. Esto incluye armas de fuego, dispositivos destructivos, drogas, amenazas graves, conductas sexuales muy graves y palabras o acciones de odio o discriminación contra grupos protegidos por la ley.	Medidas que debe tomar un administrador, evaluación de amenazas cuando sea necesario, aviso a las autoridades policiales cuando sea obligatorio, suspensión o expulsión cuando esté permitido y un plan de ayuda para el estudiante.

Palabras de odio, discriminación, hostigamiento y acoso escolar

No se permiten las palabras de odio, la discriminación, el hostigamiento, la intimidación, el acoso escolar, el acoso por internet, la violencia en el noviazgo, la violencia doméstica ni las amenazas. Las denuncias se revisarán y se tratarán según las reglas del distrito, la Guía de conducta y la ley.

En las Escuelas de la Ciudad de Klamath Falls no se tolera el discurso de odio. Cualquier estudiante que participe en discurso de odio será objeto de suspensión. Dependiendo de la naturaleza y la gravedad de la conducta, se podrán imponer medidas disciplinarias adicionales que pueden llegar incluso a la expulsión. La disciplina puede ser impuesto a la discreción del director, si es coherente con la política del distrito y la legislación vigente.

Tras una suspensión por discurso de odio, el estudiante deberá participar en una intervención de reincorporación o en una actividad educativa centrada en el uso de un lenguaje apropiado y respetuoso, el impacto del discurso de odio en los demás y las expectativas de conducta en la escuela.

Ayuda para resolver problemas y reparar daños

Cuando sea adecuado, las escuelas pueden ayudar a los estudiantes a entender el daño que causaron, mejorar sus relaciones y recuperar la confianza de los demás. Estas medidas no sustituyen lo que se debe hacer para mantener la seguridad ni lo que exige la ley.

Tecnología, Chromebooks, uso de internet y dispositivos personales

Chromebooks y materiales escolares

Los materiales de la escuela, libros de texto, Chromebooks, cargadores y otros equipos se prestan a los estudiantes. Los estudiantes deben cuidar los objetos que les presta la escuela. Las familias pueden tener que pagar por los objetos que se pierdan, sean robados, se usen mal o se dañen, según las políticas del distrito.

Internet y uso de computadoras

La tecnología del distrito debe usarse para trabajos de la escuela. Los estudiantes deben usar los dispositivos, las redes y las herramientas de internet de manera segura y correcta. No se permite hackear, evitar los filtros, dañar los sistemas ni usar la tecnología para hostigar, amenazar, acosar o discriminar.

Teléfonos celulares y dispositivos electrónicos personales

Los estudiantes de secundaria deben seguir las reglas sobre dispositivos electrónicos personales que aparecen en el anexo de su escuela. KUHS, Eagle Ridge y KLC tienen diferentes formas de aplicar estas reglas.

Actividades, deportes, clubes, excursiones y recaudación de fondos

Actividades y clubes

Las escuelas pueden ofrecer clubes, actividades y eventos para ayudar a los estudiantes a sentirse parte de la escuela y conocer a otros. Los estudiantes deben seguir las reglas de la escuela durante todas las actividades y eventos.

Deportes

Los estudiantes que participan en deportes deben seguir las reglas del distrito, de la escuela y del equipo, y las reglas de las organizaciones deportivas que correspondan. Para poder participar, se tienen en cuenta la asistencia, las calificaciones, la conducta y los exámenes médicos.

Excursiones

Las excursiones son parte del aprendizaje escolar. Durante las excursiones, los estudiantes deben seguir el Código de conducta estudiantil, las políticas de la Junta y las indicaciones del personal que los supervisa.

Recaudación de fondos

Los grupos de estudiantes solo pueden recaudar fondos si reciben primero el permiso de la administración de la escuela. El dinero recaudado para actividades aprobadas por la escuela debe entregarse y manejarse según las reglas del distrito.

Procedimientos de la escuela

Visitas y voluntarios

Todos los visitantes deben registrarse en la oficina de la escuela. Se puede pedir a los visitantes que muestren una identificación oficial y es probable que los pasen por el sistema del distrito para controlar las visitas. Los estudiantes de otras escuelas no pueden visitar la escuela durante el horario escolar, a menos que la administración lo permita.

Reglas para salir de la escuela y recoger a los estudiantes

Las reglas son diferentes en cada escuela secundaria. Consulte los anexos de KUHS, Eagle Ridge y KLC para conocer las reglas de cada escuela.

Mensajes, entregas y uso del teléfono

La oficina de la escuela puede dar a los estudiantes mensajes importantes de sus padres o tutores. Las entregas no deben interrumpir las clases. Los estudiantes solo pueden usar los teléfonos de la escuela con permiso.

Objetos perdidos

Los estudiantes deben avisar en la oficina de la escuela si pierden algo. La escuela puede donar o tirar los objetos que nadie reclame.

Carteles, volantes y otros materiales

Los carteles, volantes, letreros y otros materiales deben ser aprobados antes de colocarse o repartirse en la escuela.

Bienes personales

Los estudiantes no deben llevar a la escuela mucho dinero, objetos de valor ni objetos que puedan ser peligrosos. La escuela no se hace responsable por los objetos personales que se pierdan, sean robados o se dañen.

Bienes de la escuela

Los estudiantes deben cuidar los bienes de la escuela. Los estudiantes pueden tener que pagar por reparar o reemplazar las cosas de la escuela que dañen o pierdan.

Seguridad y qué se hace en casos de emergencia

Klamath Falls City Schools tiene planes para incendios, terremotos, amenazas a la seguridad, cierres de emergencia y otras emergencias. Los estudiantes deben seguir las indicaciones del personal con rapidez y calma durante los simulacros y las emergencias.

Cierre de emergencia de las escuelas

Si la escuela cierra o empieza más tarde por el clima, por seguridad o por otra emergencia, el distrito avisará a las familias por sus medios oficiales de comunicación. Las familias deben mantener al día su información de contacto.

Denuncia obligatoria de maltrato infantil

La ley de Oregon exige que los empleados de la escuela informen cualquier sospecha de maltrato o abandono de un niño a la agencia correspondiente o a la policía. El personal no puede hablar sobre las denuncias de maltrato con las familias ni con otras personas.

Revisiones

Los funcionarios de la escuela pueden revisar a los estudiantes, sus objetos personales, los casilleros o las cosas de la escuela cuando lo permitan la ley y las políticas del distrito. Las revisiones se hacen para ayudar a mantener la seguridad de los estudiantes y del personal.

Amenazas y armas

Las amenazas de violencia y las armas son problemas graves de seguridad. Los estudiantes que hagan amenazas, lleven armas a la escuela o usen objetos de manera peligrosa pueden recibir consecuencias graves y ser denunciados a la policía.

Anexo A: Klamath Union High School

Identidad de la escuela

Mascota: Pelícanos. Colores: Rojo y blanco. KUHS tiene una larga historia en Klamath Falls y ofrece oportunidades de aprendizaje, actividades, deportes y preparación para el trabajo.

La escuela y el almuerzo

Las reglas de KUHS sobre los períodos libres y el almuerzo pueden ser diferentes de las de Eagle Ridge y las de KLC. Los estudiantes deben seguir las reglas actuales de KUHS aprobadas para el año escolar 2026-2027.

Teléfonos celulares y dispositivos personales

Los estudiantes de KUHS deben seguir las reglas aprobadas sobre dispositivos personales. El manual anterior indicaba que los dispositivos no podían estar a la vista, sonar ni usarse desde el primer timbre hasta el último, incluidos los recreos y el almuerzo. Esta sección debe revisarse y confirmarse para el año escolar 2026-2027.

Estacionamiento

Los estudiantes que vayan a la escuela en auto deben registrar sus vehículos y seguir las reglas de KUHS para estacionar y conducir. Las tarifas de estacionamiento y los límites de velocidad deben confirmarse para el año escolar 2026-2027.

Horas de entrada y salida de Klamath Union High School

	Lunes, miércoles, viernes – Horario normal	Martes y jueves – Horario flexible
Desayuno	7:45–7:55	7:45–7:55
1	8:00–8:50	8:00–8:45
2	9:00–9:50	8:55–9:40
Recreo	9:50–10:00	9:40–9:50
3	10:05–10:55	9:55–10:45
Horario flexible	—	10:50–11:20
4	11:00–11:50	11:25–12:10
Almuerzo	11:50–12:25	12:10–12:40
5	12:30–1:20	12:45–1:30

6	1:25–2:15	1:35–2:20
7	2:20–3:10	2:25–3:10
Salida del autobús	3:20	3:20

Horario del autobús entre KUHS y Sky Lakes Medical Center

Período	AUTOBÚS 1 Sale de KUHS	AUTOBÚS 2 Sale de SLMC
1	7:50 a. m. — Cafetería	8:55 a. m. — Pabellón
2	8:50 a. m. — Oficina de recepción	9:55 a. m. — Pabellón
3	9:50 a. m. — Oficina de recepción	10:55 a. m. — Pabellón

Funciona de lunes a viernes

Los horarios pueden cambiar

Anexo B: Eagle Ridge New Tech High School

Identidad de la escuela y modelo educativo

Eagle Ridge New Tech High School forma parte de New Tech Network y se enfoca en aprender mediante proyectos, prepararse para diferentes trabajos y desarrollar habilidades importantes, como comunicarse, trabajar en equipo, resolver problemas, organizar el tiempo, ser líder y tomar decisiones.

Lo que se espera que aprendan los estudiantes

- Comunicación: hablar y escribir con claridad
- Pensamiento crítico: pensar, resolver problemas y crear nuevas ideas
- Aprendizaje reflexivo: aprender más y fijarse metas
- Trabajo en equipo: participar y trabajar con los demás
- Participación en la comunidad: ayudar a mejorar la comunidad y participar en ella

GRIT

GRIT es una sigla en inglés que significa mentalidad de crecimiento, capacidad para superar dificultades, inspiración y perseverancia. Se anima a los estudiantes a seguir aprendiendo y trabajando para alcanzar sus metas a largo plazo, incluso cuando aprender sea difícil.

Escuela cerrada y programa de incentivos

Eagle Ridge es una escuela de puertas cerradas. Los estudiantes deben quedarse en la escuela durante el día, a menos que tengan permiso para salir. Los estudiantes pueden obtener permiso para salir a almorzar si tienen buenas calificaciones, asisten a clases y se portan bien, y si este programa está aprobado para el año escolar 2026-2027.

Yondr y dispositivos personales

Eagle Ridge usa el sistema Yondr. Los estudiantes deben apagar los celulares y los auriculares y guardarlos en una funda Yondr al llegar a la escuela. Pueden usar los celulares después de abrir la funda al final del día escolar. Las consecuencias por no seguir estas reglas deben confirmarse para el año escolar 2026-2027.

Excursiones y recaudación de fondos

Eagle Ridge puede pedir que se pida permiso con tiempo para hacer actividades, excursiones y eventos para recaudar dinero. Las reglas para poder ir a las excursiones deben confirmarse para el año escolar 2026-2027.

Horas de entrada y salida de la Eagle Ridge New Tech High School

	VIOLETA (A) Períodos 1, 3, 5 y 7	PLATEADO (B) Períodos 2, 4, 6 y 8
Desayuno	7:45–8:00	7:45–8:00
1	8:05–9:35	—
2	—	8:05–9:35
Descanso	9:35–9:42	9:35–9:42
3	9:45–11:15	—
4	—	9:45–11:15
Clase de orientación	11:18–11:38	11:18–11:38
Almuerzo	11:38–12:08	11:38–12:08
5	12:11–1:41	—
6	—	12:11–1:41
7	1:44–3:14	—
8	—	1:44–3:14
Autobús	8:00 - Llegada 3:20 - Salida	8:00 - Llegada 3:20 - Salida
Horario de atención en la oficina	7:30–4:00	7:30–4:00
Horario de los profesores	8:00–4:00	8:00–4:00
Horario de preparación de los profesores	3:15–4:00	3:15–4:00

Los horarios pueden cambiar

Anexo C: Klamath Learning Center

Identidad de la escuela y modelo educativo

Klamath Learning Center es una escuela separada que está en el mismo lugar que Eagle Ridge New Tech High School. KLC ayuda a los estudiantes a terminar sus estudios (desde kindergarten hasta 12.º grado) y prepararse para lo que harán después, como estudiar un oficio, entrar a las fuerzas armadas, ir a la universidad, participar en Job Corps o trabajar.

Reglas de la escuela

KLC es una escuela de puertas cerradas. Los estudiantes deben quedarse en la escuela durante el horario que les corresponde. Salir de la escuela sin permiso se considera una falta sin permiso.

Yondr y dispositivos personales

KLC usa el mismo sistema Yondr que Eagle Ridge. Los estudiantes deben guardar los celulares y otros dispositivos electrónicos personales al llegar a la escuela. Solo pueden usarlos cuando la escuela permita abrir las fundas Yondr.

Aprendizaje en casa y asignación a programas

Algunos estudiantes pueden estudiar en casa o participar en otros programas de KLC. La escuela y la familia deben reunirse para decidir en qué programa estará el estudiante y hacer cambios cuando sea necesario.

Horas de entrada y salida de Klamath Learning Center

Turno de la mañana – Diploma de escuela secundaria y GED	
Desayuno	8:15–8:25
Horas de clase	8:25–11:15
Almuerzo	11:15–11:30

Turno de la tarde – Solo GED	
Horas de clase	12:00–3:15
Almuerzo	12:15–12:30

Más información	
Autobús de la mañana	8:00
Autobús de la tarde	3:20
Horario de atención en la oficina	7:30–4:00
Horario del personal	8:00–4:00
Almuerzo del personal	11:30–12:00
Horario de preparación del personal	8:00–8:15 / 3:15–4:00

Los horarios pueden cambiar

Enlaces a políticas y avisos anuales

Las reglas del distrito están disponibles en el sitio web de Klamath Falls City Schools y en el manual de reglas en línea. Las familias pueden pedir ayuda en la oficina de la escuela si no encuentran una regla o necesitan una copia en otro formato.

- Política AC de la Junta: No discriminación
- Política JFC/JG de la Junta: Conducta y disciplina del estudiante
- Política JE/JEA/JED de la Junta: Asistencia
- Política IIBGA-AR de la Junta: Comunicaciones electrónicas y uso de internet
- Política EBCB de la Junta: Simulacros de emergencia y procedimientos de seguridad

Los avisos que se dan cada año en otros manuales del departamento sobre salud, comidas y transporte deben incluirse en los manuales de esos servicios y no repetirse aquí.

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2. Board Decision Regarding Level III Grievance Hearing (RIFS)
Andrew Biggs, Board Chair
 6. **BOARD MEMBER COMMENTS**
2026-2027 KFCS Board of Education Members
 7. **CLOSING COMMENTS FROM THE CHAIR**
Andrew Biggs, Board Chair
 8. **ADJOURNMENT**
Andrew Biggs, Board Chair