REGULAR BOARD OF DIRECTORS MEETING

Wednesday, September 2, 2026 6:15 PM Pacific

South Umpqua School District
558 Chadwick Ln
Myrtle Creek, OR 97457

Greg Bicondoa:	Absent
William Hill:	Present
Jeff Johnson:	Present
Randy Richardson:	Absent
David Stevens:	Present
Anandita Tiwari:	Present

Present: 4, Absent: 2.

1. Call to Order/Roll Check
2. Flag Salute
3. Adoption or Adjustment of Agenda
4. Citizens Request of the Board
5. Superintendent Communication
6. Financial Report
7. Teaching and Learning Update
8. Foundation Communication
9. Consent Agenda
   - 9.1. Review and adoption of policy: KNA – Immigration Enforcement on District Property
     Review of policy AR's: KNA-AR(1) – Interactions with Immigration Enforcement, KNA-AR(2) – Federal Immigration Enforcement Request Log
   - 9.2. Approve Board Minutes from the August 5, 2026, Regular Board Meeting
   - 9.3. Temporary Employment of Fredrick Schmidt, Math Teacher at SUHS
10. Action Items
11. Announcements:
    Regular Board Session, October 07, 2026, 6:15 pm
    Board Work Session, October 21, 2026, 6:15 pm
12. Board Member Comments
13. Board chair closing comments
14. Adjourn Meeting

Superintendent's Reports

September 2, 2026

To: Board of Directors

From: Superintendent, Erika Bare
Subject: **Superintendent Reports**

Date: September 2, 2026

Summary:

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

Items of Interest:

Inservice Week: Last week we welcomed teachers back for five days of professional development and planning and preparation. All licensed staff participated in professional development designed to help us improve literacy across grade levels and departments. We had a successful welcome back event where we all ate breakfast together and got ready for the year ahead.

First Day: This is the students' first week of school! This is the very best time of year. All schools hosted an open house on August 27th so students and families could get a sneak peek at their classrooms and meet their teachers.

Enrollment: I can't give you enrolment numbers yet, as there is so much fluctuation in the first weeks of school until we hit that October 1st mark. I do want to share that Waypoint has hit over 30.

Superintendent's Reports

September 2, 2026

To: Board of Directors

From: Superintendent, Erika Bare
Director of Fiscal Services, Shy Chapman

Subject: Superintendent Reports – Fiscal Responsibility (Board Goal)

Date: August 28, 2026

Summary:

Superintendent Erika Bare and Director of Fiscal Services Shy Chapman will provide announcements/reports to the Board on Fiscal Responsibility.

Financial Report: Attached is the District's Revenue and Expenditure Report, reflecting financial activity through August 28, 2026. The estimated ending fund balance June 30, 2027, is $2,248,724.

South Umpqua School District #19
Estimated 2026-2027 Revenues and Expenditures **2026-2027 Fiscal Year**
As of Aug 28, 2026

	Prior Year Actual Unaudited	**2026-27 Budget**	**Actual YTD 8/28/26**	**Total Projected for the Year**	**Net Difference**
REVENUE					
Taxes, Current & Prior	4,370,249	4,482,206	56,095	4,482,206	-
Interest on Investments	541	705		705	-
Student Activities	65,106	62,500	105	62,500	-
Miscellaneous Local Sources	121,503	216,850	239	216,850	-
County School Fund	25,184	25,000		25,000	-
Other Intermediate Sources	3,408	3,640		3,640	-
ESD Flow Through	122,160	124,817		124,817	-
State School Support Fund	14,324,297	14,352,615	3,575,988	14,352,615	-
Common School Fund	190,476	190,477		190,477	-
Other State Grants In Aid	7,061	-		-	-
Prior YR Forster Child Transportation Reir	4,335	-		-	-
Federal Forest Fees	324,385	163,000		163,000	-
TOTAL REVENUE	19,558,705	19,621,810	3,632,427	19,621,810	-
ESTIMATED BEGINNING FUND BALAN	4,584,908	3,793,345	4,871,311	4,871,311	1,077,966
TOTAL REVENUE & BEG. FUND BALAN	24,143,613	23,415,155	8,503,738	24,493,121	1,077,966
EXPENDITURES					
Instruction					
Salaries	5,435,841	6,065,359	19,086	6,065,359	-
Associated Payroll Costs	3,015,744	4,073,986	24,018	4,073,986	-
Purchased Services	611,430	472,242		472,242	-
Supplies & Materials	126,474	447,845	180,699	447,845	-
Capital Outlay	-	-		-	-
Other Objects	20,014	23,800	695	23,800	-
Total Instruction	9,209,504	11,083,232	224,498	11,083,232	-
Support Services					
Salaries	3,564,602	3,831,693	248,011	3,831,693	-
Associated Payroll Costs	1,805,135	2,618,004	146,283	2,618,004	-
Purchased Services	2,642,776	3,217,936	81,592	3,217,936	-
Supplies & Materials	811,921	957,691	152,797	957,691	-
Capital Outlay	44,460	85,118	-	85,118	-
Other Objects	374,790	432,523	388,157	432,523	-
Total Support Services	9,243,683	11,142,965	1,016,840	11,142,965	-
Community and Enterprise Services					
Associated Payroll Costs	11,999	8,200		8,200	-
Transfers to Other Funds	807,116	10,000	5,988	10,000	-
				-	
TOTAL EXPENDITURES	19,272,303	22,244,397	1,247,326	22,244,397	-
ESTIMATED ENDING FUND BALANCE	**4,871,311**	1,170,758	7,256,412	***2,248,724***	1,077,966

Board Reports

September 2, 2026

To: Board of Directors

From: Superintendent, Erika Bare
Director of Student Teaching and Learning, Ryan Savage

Subject: **Integrated Grants/Early Literacy 25-26 Annual Report Update**

Date: August 19, 2026

Summary: Integrated Grant funding includes the Early Literacy grant. The grant has strengthened early literacy through targeted professional development, adoption of high-quality instructional materials, and expanded family engagement. As required by ODE, districts must provide an annual update addressing key questions, which will be shared with the board and posted publicly on the district website.

South Umpqua SD 19 - Annual Questions 25-27

	Identifier #	Annual Response Question	2025-26 Annual Progress Reflection	2026-27 Annual Progress Reflection
1	AR1	As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	Our progress-marker reflection demonstrates meaningful movement in the implementation of several Outcomes and Strategies in our plan. From the second-quarter review to the annual review, six progress markers moved from Medium to High: authentic community engagement, regular use of disaggregated data, literacy assessment and curriculum alignment, two-way family communication, implementation of the district literacy plan, and community partnerships. Nine of the fifteen progress markers are now rated High. One Outcome where we have seen notable progress is improving academic achievement through aligned literacy systems and data-informed instruction. The district has developed a clearer inventory of literacy curriculum, assessments, interventions, and digital resources. We have also strengthened the use of i-Ready, DIBELS, OSAS, formative assessments, and other student information within school and district data-team conversations. Professional learning and instructional coaching have supported implementation of our literacy strategies, while PLC development has created more consistent opportunities for educators to review student evidence and adjust instruction. These efforts are reflected in the movement of Progress Markers 3, 4, and 8 from Medium to High. This implementation work contributes to our LPGTs and LOMs by establishing the adult practices and instructional systems necessary to improve student outcomes over time. More regular analysis of disaggregated data allows teams to monitor overall performance and the progress of focal student groups, identify students needing additional support, and evaluate whether instructional strategies are producing the intended results. Continued use of i-Ready, DIBELS, OSAS, attendance, ninth-grade on-track, graduation, and CTE participation data will help us measure the effect of these strategies and make timely adjustments. We have also made progress in family and community engagement. Authentic engagement, two-way communication, and community partnerships all moved from Medium to High. The district has increased opportunities for families, students, staff, and community partners to inform planning and understand district priorities. These efforts strengthen the connection between our community engagement strategies and our academic, attendance, student well-being, and postsecondary outcomes. Examples: Brand New Website, implementation of Parent Square, Monthly digital newsletters, and new district newspaper.	
2	AR2	Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	Although the district has made considerable progress, several intermediate and long-term markers remain at Medium. These include student agency and voice, coordination among professional learning and intervention systems, welcoming and culturally sustaining learning environments, identifying systemic barriers, and ensuring that student, family, and staff voices are consistently integrated into decision-making. These areas correspond with Progress Markers 6, 7, 10, 14, and 15. One Outcome where we continue to experience challenges is developing consistent districtwide systems for continuous improvement and student-centered decision-making. PLC implementation, instructional coaching, data-team practices, intervention systems, attendance efforts, and professional learning have progressed, but implementation is not yet equally consistent across all schools and teams. Staff need protected time, shared protocols, clear expectations, and ongoing support to move from reviewing data to identifying root causes, selecting instructional responses, monitoring implementation, and measuring impact—particularly for focal student groups. We also need to strengthen the systematic collection and use of student and family voice. Engagement opportunities are occurring, but the district is still working to ensure that feedback consistently influences instructional practices, policies, resource allocation, attendance strategies, and student supports. Additional support with effective student-voice structures, focal-group engagement, equity-centered data analysis, and measuring implementation fidelity would help us make progress in these areas. Finally, competing initiatives, staff capacity, limited time, and differences in implementation readiness across schools can slow progress. Support with aligning initiatives into one coherent continuous-improvement process would help the district connect day-to-day implementation more clearly to its LPGTs and LOMs. Our next step is to establish common expectations and monitoring tools while providing differentiated support so that successful practices become consistent and sustainable throughout the district.	
3				

Superintendent's Reports

September 02, 2026

To: Board of Directors

From: Superintendent, Erika Bare

Subject: **First reading and adoption of Board Policy:**
KNA – Immigration Enforcement on District Property, Required, New
Review of Policy AR's:
KNA-AR(1) – Interactions with Immigration Enforcement
KNA-AR(2) – Federal Immigration Enforcement Request Log,

Summary:

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

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

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

Immigration Enforcement on District Property

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

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

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

Designation of Primary Point of Contact

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

The immigration liaison's responsibilities include:

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

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

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

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

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

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

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

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

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

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

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

Required Notice

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

1. Notice must be provided to:

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

2. Notice must include:

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

3. Notice must not disclose:

PROPOSED

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

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

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

[Confidentiality of School Records

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

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

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

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[5] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

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

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

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

Training

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

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

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

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

END OF POLICY

Legal Reference(s):

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

PROPOSED

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

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

PROPOSED

Interactions with Immigration Enforcement

PROPOSED

The [Human Resource Director] is designated as the "immigration liaison."

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

   a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:

      (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
      (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
      (3) Allow access to non-public areas of the district's facilities or property;
      (4) Sign documents presented by federal immigration authorities; or
      (5) Give consent to any immigration enforcement action.

   b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
   c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
   d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
   e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
   f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
   g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

      (1) The name, badge number, and agency of the law enforcement officer making the request;
      (2) The number of officers present;

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

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

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

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

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

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

Examples of warrants and subpoenas are available in the Attorney General's model policies[1].

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

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

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

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

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

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

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

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

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

4. [School-Sponsored Events

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

5. [School Transportation/Buses

PROPOSED

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

6. [Volunteers

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

PROPOSED

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

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

5. Source of Authority for the request

   Authority cited by officer(s):

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

   Document Presented? ☐ Yes ☐ No

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

   Copy obtained? ☐ Yes ☐ No

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

PROPOSED

Superintendent or Designee Review and Approval

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

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Referred to School Administrator
☐ Officers left without further action
☐ Other (describe): _____

PROPOSED

Detailed summary of outcome:

_____

_____

_____

_____

_____

Additional notes:

_____

_____

_____

_____

Follow-Up Actions

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

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

PROPOSED

REGULAR BOARD OF DIRECTORS MEETING
Wednesday, August 5, 2026 6:15 PM Pacific

South Umpqua School District
558 Chadwick Ln
Myrtle Creek, OR 97457

Greg Bicondoa:	Absent
William Hill:	Present
Jeff Johnson:	Present
Randy Richardson:	Present
David Stevens:	Present
Anandita Tiwari:	Present

Present: 5, Absent: 1.

1. Call to Order/Roll Check
Meeting was called to order at 6:15 pm.

2. Flag Salute

3. Adoption or Adjustment of Agenda
I motion to approve the agenda for. This motion, made by Randy Richardson and seconded by Anandita Tiwari, Carried.
Greg Bicondoa: Absent, William Hill: Yea, Jeff Johnson: Yea, Randy Richardson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 5, Nay: 0, Absent: 1
I motion to approve the agenda for August 5, 2026. This motion, made by Randy Richardson and seconded by Anandita Tiwari, Carried.
Greg Bicondoa: Absent, William Hill: Yea, Jeff Johnson: Yea, Randy Richardson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 5, Nay: 0, Absent: 1

4. Citizens Request of the Board
None

5. Superintendent Communication
Superintendent Bare provided the board with an update on the Summer Literacy Program. 74 students in 1st-5th grade were served. The program provided an abundance of opportunities for academic growth, enrichment, confidence, and relationship-building. Students participated in hands-on learning experiences, Thrive Umpqua's Bike and Walking Safety program, STEM projects, art, physical education, and literacy and math interventions designed to support continued learning throughout the summer months. Celebrations included reading growth at 78% overall and math growth at 69.4%. The students also had the opportunities to partake in special enrichment activities, such as a Guided Tour and Educational Presentation at the Wildlife Safari, a community partnership with The Friends of the Myrtle Creek Library, and an end-of-program Summer Splash Bash Water Day that brought students and staff together to recognize student growth and celebrate a successful summer of learning and engagement.

Superintendent Bare reported that Kindergarten jump-starts in the second week.

Superintendent Bare informed the board that transportation will conduct a comprehensive route analysis to determine whether there is a way to move elementary start times later without compromising an 8:30 or later start time for High School. We will have more information in time to make a determination about a possible change after the Winter break.

5.1. Charter School release discussion
Superintendent Bare discussed school board policy LBEA- Denial for Virtual Public Charter School Enrollment. The district currently has 68 students enrolled in virtual charter schools, and based on projected enrollment, we will exceed the 3% enrollment threshold required by the policy. It states if we have more than 3% of students enrolled, we have an option for students. Now that we have two really strong online options, Waypoint and the Intermountain Virtual Academy, we can start implementing the policy if we choose. The district would contact families who request a transfer to a virtual charter school and inform them of the options available to the district. The district could deny the request, check back in with families after 6 months, and, if they were not satisfied with the program, release them after that. Superintendent Bare asked for input from the board and for their thoughts.

5.2. Review Superintendent evaluation process
Superintendent Bare reminded the board about the timeline for the Superintendent. Superintendent Bare asked the board if they would like to have a 360 evaluation, which would provide additional evaluation from staff and the community. Superintendent Bare reported that it might be too late this year to start, but she would check with Tabitha Roberts. The board is ok with waiting until next year if it is too hard to get the information this year.

5.3. 2026.27 Superintendent goals
Superintendent Bare reviewed her goals for the 2026-2027 school year. Each goal is aligned to the Districts strategic plan.
Goal aligned to pillar 1 of the strategic plan: Increase the number of students meeting or exceeding third-grade reading on the OSAS assessment from 42% to 45% by June of 2027.
Goal aligned to pillar 1 of the strategic plan: By June 2027, increase the percentage of students who are considered regular attenders from 63% to 66%.
Goal aligned to pillar 2 of the strategic plan: By June 2027, increase the percentage of teachers that report that during the academic year, my classroom has been visited by instructional coaches, peer leaders, and/or supervisors more than 5 times each semester from 25% to 40%.
Goal aligned to pillar 3 of the strategic plan : By June of 2027, the percentage of families who report that they receive important information and news about the school always or most of the time will increase from 73% to 80% on the IRRE survey.
Goal aligned to pillar 4 of the strategic plan: By Spring of 2027 complete the long-range facility planning project to outline future work towards modern and safe facilities.

6. Financial Report

Shy Chapman presented the District's Revenue and Expenditure Report, reflecting financial activity through July 25, 2026. The estimated ending fund balance for FY 2025-26 is

$4,605,789, which has been used as the beginning fund balance for the FY 2026-27. Based on current projections, the estimated ending fund balance for June 30, 2027, is $1,983,202

7. Facilities Update
Joe Motta provided an update on the district's current projects. The high school fencing and gates are still in process. The restroom remodel at the high school is going well. Currently getting final inspections the contract states it has to be completed by October. The basketball court at Coffenberry was relocated closer to the building. The reader boards are being built and will be in the district this month, and will be installed at Myrtle Creek Elementary and Coffenberry by September.

8. 2026.27 School Board Priorties
Superintendent Bare reviewed with the Board's priorities for the 2026–2027 school year. Based on the input gathered through the strategic planning process, and the subsequent strategic plan now in year two, the Superintendent recommends continuing the following priorities for the 2026-2027 school year:

- Academic Achievement
- Empowered and Valued Staff
- Strong Family and Community Partnerships
- Modern and Safe Facilities
- Fiscal Responsibility

9. Review of Board Policy AR; BBE-AR and GBA-AR
Superintendent Bare discussed the board policy on BBE board member vacancies. The board was asked to review the option to include language allowing the board to select applicants for vacant seats that do not reside in the zone associated with the vacancy if the vacancy cannot be filled. The board is asked what a reasonable time would be for filling a vacany. The policy does not provide what is an acceptable time frame is. The board was in agreement to add the langaugae.

10. Foundation Communication
Jeff Johnson reported that the annual foundation auction is on October 10th. The theme is derby themed, and an auction item will possibly be a trip to the Kentucky Derby. Still planning on entertainment.

11. Consent Agenda*(All items may be adopted by a single motion unless pulled for special consideration.)*
Approve the consent agenda for August 5, 2026. This motion, made by Jeff Johnson and seconded by Anandita Tiwari, Carried.
Greg Bicondoa: Absent, William Hill: Yea, Jeff Johnson: Yea, Randy Richardson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 5, Nay: 0, Absent: 1

11.1. Approve board minutes from July 06, 2026 regular, board session.

11.2. Second reading and approval of board policies: BBAA, BD, BDC, BDD, BDDC, BDDG, CBA, CBG, BBE, BCB, EBB, EBBA, ECAA, DBEA, GBA,

11.3. Delete board policies: BBAA, BBE, BCF, BD/BDA, BDC, BDD, BDDC

11.4. Employment of Wyatt Hammer, Music Teacher

12. Action Items

12.1. Approve cooperative athletic agreement with Riddle boys and girls soccer program

Approve cooperative athletic agreement with Riddle boys and girls' soccer program. This motion, made by Randy Richardson and seconded by Anandita Tiwari, Carried.
Greg Bicondoa: Absent, William Hill: Yea, Jeff Johnson: Yea, Randy Richardson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 5, Nay: 0, Absent: 1

12.2. Approve cooperative athletic agreement with Days Creek boys and girls soccer program.
Approve cooperative athletic agreement with Days Creek boys and girls soccer program. This motion, made by Jeff Johnson and seconded by Randy Richardson, Carried.
Greg Bicondoa: Absent, William Hill: Yea, Jeff Johnson: Yea, Randy Richardson: Yea, David Stevens: Yea, Anandita Tiwari: Yea
Yea: 5, Nay: 0, Absent: 1

13. Announcements

14. Board Member Comments
William Hill shared that a color walk is coming up on Saturday, started by a high school student. The walk is to support suicide awareness.

15. Board chair closing comments

16. Adjourn Meeting