Board Meeting – 5:30 pm
Wednesday, October 25, 2023

145 SE Salmon Drive, Redmond, OR

Virtual Access is Available:
https://zoom.us/j/92890417754

Redmond School Board Members
Michael Summers, Chair
Liz Goodrich, Vice Chair
Keri Lopez
Eric Lea
Amanda Page

*CITIZEN PARTICIPATION: Redmond School District (RSD) 2J welcomes public participation at school board meetings. Individuals who wish to comment will be given an opportunity to do so during an indicated time at each board meeting. Citizen comment can be made in person or virtually. If you would like the opportunity to comment, please email gina.blanchette@redmondschools.org 4 hours prior to the meeting with your name and topic of comment. Because time available is limited, there is a three-minute time limit placed on each person who wishes to speak and a 30 minute overall time limit. If you have a group attending regarding the same topic, you will need to appoint one speaker. The Chair has authority to keep order and to impose any reasonable restrictions necessary to conduct an efficient meeting. The Board reserves the right to delay discussion on any item presented until later in the meeting or at a subsequent meeting. Objective criticism of operations and programs will be heard, but not comments concerning specific personnel. The visitor will be directed to the appropriate means for filing complaints involving school district employees.

AMERICAN WITH DISABILITIES ACT: Please contact Gina Blanchette at the district office at 541-923-8250 if you need accommodation to participate. Please telephone at least three days prior to the scheduled meeting date.

Si usted requiere servicios de interpretación, por favor contacte a Mel Salinas McCabe a 541-923-5437. Por favor, llama a lo menos tres días antes de la fecha de reunión.
AGENDA
Virtual Access is Available: https://zoom.us/j/92890417754
Times listed are an estimate only and may vary.

BOARD MEETING
5:30 pm Call to Order and Establish Quorum
Additions, Deletions or Questions Regarding the Agenda
Chair Summers

PRESENTATIONS
5:35 pm Sage Elementary Student Showcase
Colleen Chamberlain
Suzanne Yeakey

5:55 pm Chair Summers

6:05 pm FoodCorps Introduction
Somer Eckert

6:15 pm HMK End of Month Report
Chad Franke

ACTION ITEM: Recommendation to Award CM/GC for the Seismic Upgrades to Griffin Construction

6:30 pm 2022-23 Division 22 Assurances
Linda Seeberg
Public Comment (must be signed up 4 hours prior to meeting)

6:50 pm Policy Updates
● AC-AR - Discrimination Complaint Procedure (Required)
● JGE - Expulsion (Required)
● GBN/JBA - Sexual Harassment (Required)
● GBN/JBA-AR - Sexual Harassment (Required)
● JBA/GBN - Sexual Harassment (Required)

ACTION ITEMS
7:10 pm Resolution 23:182 - A Resolution to Adopt a Supplemental Budget for the General Fund, Special Revenue Funds and Internal Service Fund for Fiscal Year 2023-24
Kathy Steinert

Resolution 23:183 - A Resolution to Adopt a Capital Project Fund Supplemental Budget for Fiscal Year 2023-24
Public Hearing (must be signed up 4 hours prior to meeting)

Resolution 23:184 - A Resolution to Recognize and Appropriate Additional Specific Purpose Revenue in the Grant Programs Fund for FY 2023-24

2024-25 Budget Committee Calendar Adoption
7:40 pm  Consent Agenda
- Financial Reports
- Board Meeting Minutes
- Personnel Reports
- Gifts to the District

Tony Pupo

7:50 pm  Superintendent & Board Updates

8:05 pm  Adjourn
Hello, I am Somer Eckert, your new FoodCorps AmeriCorps Service Member!

What is FoodCorps?
FoodCorps is a national nonprofit that supports kids’ health, education, and sense of belonging through food in school. Our AmeriCorps members serve alongside educators and school nutrition leaders to provide kids with nourishing meals, food education, and culturally affirming experiences with food that celebrate and nurture the whole child.

What is the service member role?
Based on school and district goals, I will focus on a combination of 1) hands-on food education, 2) classroom culture and motivation, 3) nourishing school meals, 4) advancing equity through food, and 5) family engagement. Throughout the year, I will get stakeholder feedback, collaborate with nutrition services to develop and put new recipes on the school menu, establish a wellness committee, and support broader initiatives that reinforce what students experience in the classroom, garden, and cafeteria.

About me...
I moved to Central Oregon earlier this year with my partner, cat, and dog after spending the past four years in Louisiana, and growing up in small-town Indiana before that. I have a B.A. in English and a M.A. in Theopoetics and Writing, in which I focused on environmental justice. After spending most of my life in humid, flat places, I’m happy to be surrounded by mountains in the high desert. I love reading, writing, hiking, and gardening. I am excited to get to know my community and learn more about the food systems here!

Let’s Collaborate!
Please reach out if you’re interested in collaborating, have ideas, or want to learn more about what I’m doing in the district. You can reach me at somer.eckert@redmondschools.org or find me in the Nutrition Services department in the district office, or in a school cafeteria.

Want to Learn More about FoodCorps?
Visit www.foodcorps.org or connect with us @FoodCorps.
GENERAL PROGRAM UPDATE

Throughout the month of September, HMK has been working with the contractors, architects, and consultants to close out all 2023 the projects and kick off 2024 projects. Both the Vern Patrick Elementary School Addition (VPES) and the Elton Gregory Middle School / Tom McCall Elementary School Addition (EGMS/TMES) have been completed, with some warranty work being completed. Planning for the Redmond High School (RHS) HVAC Upgrade Re-bid has continued throughout the month with some destructive testing happening in October. The Hugh Hartman Elementary School (HHES) HVAC Upgrade has continued as well with working through the Guaranteed Maximum Price (GMP) amendment with Kellcon Inc. District wide, the installation for the Redmond School District Access Controls and Camera Project is ongoing. Access controls have been completed district wide and Camera installations have been continuing. HMK and Griffin have also been working through contracts for the vestibule project. Meanwhile, HMK continued contract negotiation with BBT architects for the design of the projects at Tumalo Community School and John Tuck Elementary and working to contract the CMGC, Griffin Construction, for that work.

PROJECT ADMINISTRATION

Project administration and accounting support are two key areas critical to Program success. This is a combined effort of HMK Company and RSD Accounting Department. In the month of September, we have processed 2 background checks, requested 0 purchase orders, and processed 9 invoices.

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REDMOND SCHOOL DISTRICT PROGRAM SOCIAL MEDIA POSTS

- **Redmond School District | As the 2022-2023 school season comes to an end, Griffin Construction continues to push the Elliot Gregory Middle School / Tom McCull Elementary School addition to meet deadlines. Most of the interior work has been fully finished with Griffin Construction working to finalize the few remaining items that are to be installed. Over the coming weeks, the surrounding communities of Elliot Gregory, Middle School and Tom McCull Elementary School can expect to... See more**

- **Redmond School District | With the scheduled project end date merely weeks away, Griffin Construction has worked quickly to have the Elliot Gregory Middle School / Tom McCull Elementary School addition ready. The exterior of the building has seen LED lighting, gutters, and pieces of metal facade installed across the walls and roof of the building. The interior has seen wiring and fixtures placed, white boilers hung, and lighting installed. See more.**

- **Redmond School District | With the project end date quickly approaching, Griffin Construction continues to push to have the new addition to the existing school addition ready to provide for the community surrounding the existing school. Concrete work has started to be poured around the exterior of the building. The fire road that runs along the North end of the school has been partially removed in preparation for new access to be paved. The interior of the new addition has... See more.**
LOCAL VENDORS AND CONTRACTORS

Currently, 74% of the contracts awarded have been awarded to local contractors, this amounts to $30,902,684 of the $22,867,986 awarded.

The following list of local vendors who are currently working on the projects.

**CENTRAL OREGON VENDORS**
- HMK Company
- G2 Consultants
- H.A. McCoy
- BBT Architects
- Wallace Group

**CENTRAL OREGON CONTRACTORS**
- Severson Plumbing
- Smith Rock Electric
- Kirby Nagelhout CC
- David Tisiot GC
- Griffin Construction

**CONTRACTORS WORKING ON SCHOOL PROJECTS**
- Smeed Communications
- Smith Rock Electric
- Griffin Construction
- Severson Plumbing
- Kirby Nagelhout Construction Company
TOM MCCALL ELEMENTARY SCHOOL & ELTON GREGORY MIDDLE SCHOOL

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

Tom McCall Elementary School
• Renovate building entrances for Safety and Security.
• New Access Control system and expanded Intercom system.
• Reseal and weatherproof exterior concrete walls.

Elton Gregory Middle School
• Renovate building entrances for Safety and Security.
• New Access Control system, expanded Intercom, and Camera systems.

Tom McCall/Elton Gregory
• Construct an addition containing six (6) additional classrooms, restrooms, and activity space equally between the schools for flexibility to each school’s needs and to expand student capacity.

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CURRENT ACTIVITIES

Most work was completed before the month but September was used to finish off minor details that were missed and to continue receiving the closeout documents from the CMGC. As staff and admin began to make use of the new addition, any issues or concerns are being immediately addressed. Commissioning and balancing of the HVAC system was also completed.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

The goal for the month of October will be to get the project fully closed out. This means that HMK needs to receive O&M manuals, As-Builts, Commissioning Documents, etc. in order for the project to be 100% completed.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS: Nearing project completion!

CHALLENGE AND SOLUTIONS: Closeout! This is a long process that takes diligent effort from both the contractor and project management to make sure all documents pertaining to the project are collected and received.

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
VERN PATRICK ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

- Construct an addition containing six (6) additional classrooms, restrooms, and activity space connected to the current building at the location of the original “future expansion.”
- Replace communication and security camera systems.
- Secure fencing around outside portable.
- Repair sidewalks and regrade site to drain away from building.

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CURRENT ACTIVITIES

During September, work continued to ensure all electrical, plumbing and mechanical systems that were affected by the construction of the new addition, are operating properly. As staff and admin began to make use of the school, any issues or concerns are being immediately addressed. The commissioning process is also ongoing as the HVAC system is tested and programmed to ensure that it works as effectively as possible.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

Throughout October, care will be taken to ensure all electrical, plumbing, and mechanical systems are running properly and efficiently. The commissioning process will be concluded as any and all remaining programming and testing will be finished. HMK will continue ensure that any issues or concerns of admin are met immediately. Along with the remaining "construction" items, HMK will also continue to work with Griffin to receive all project closeout documentation to officially finish the project.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS: Nearing project completion!

CHALLENGE AND SOLUTIONS: Closeout!

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
REDMOND HIGH SCHOOL

PROJECT HVAC UPGRADE

PROJECT DESCRIPTION

- Replacement of all hydronic piping throughout building.
- Replacement of pumping systems for boiler plant.
- Renovation of mechanical equipment throughout the building.
- Renovation of HVAC systems for science, CTE, and gym spaces including controls.
- Modifications to stage lighting.
- Roof replacement over Student Commons

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CURRENT ACTIVITIES

RHS continues to be reviewed with budgeting restrictions by HMK, Kellcon Inc., and MFIA Inc. Consulting Engineers. HMK and Kellcon Inc. have brought Victaulic, the manufacturer of the schools existing piping couplings, into the conversation on value engineering. Victaulic is being consulted to determine the ability to leave existing piping in place, and instead replace the failing couplings and connections. HMK and Kellcon Inc. decided that further investigation of the existing conditions of the high school are needed before the project is rebid. HMK and Kellcon Inc. will continue to assess the scope needs of RHS along with the new possibility to replace couplings as the project goes out to rebid in October.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

RHS will continue to be reviewed with budgeting restrictions by HMK, Kellcon Inc, and MFIA Inc. Consulting Engineers. HMK and Kellcon Inc. will coordinate and strategize the best options for the project. This will include abating hazardous material that insulates most existing couplings throughout RHS. The couplings that will be abated, will be selected based off ease of access, impact on the admin and students, and current failing conditions. Once exposed, the old couplings will be removed so the existing pipe condition can be assessed by HMK, Kellcon Inc., and Victaulic. Based on the conditions of the existing pipe, HMK and Kellcon Inc. will assess the scope needs of RHS. Kellcon Inc. plans to rebid the project in October to ensure all timelines can be met and all materials can be acquired before Summer of 2024.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS: The possibility to change scope to positively affect budgets. The ability to use new Victaulic couplings on existing piping would dramatically reduce scope of work and reduce costs.

CHALLENGE AND SOLUTIONS: Taking what was learned in the destructive testing and applying that to be a viable project for the school.

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Chad Franke, Program Manager
ciafranke@hmkco.org
971.304.0710
HUGH HARTMAN ELEMENTARY SCHOOL

PROJECT HVAC UPGRADE

PROJECT DESCRIPTION

- Provide complete and functioning Building automation system. Pneumatic controls will be replaced with DDC (direct digital controls) system.
- Provide cooling to the offices and media area by adding a chiller plant and replacing cooling coil in the air handler unit AHU-2.
- Replacement of the roof top direct fired make up air unit with indirect fired unit that will also heat the space.
- Renovation of six air handler units.
- Replacing exhaust fans.
- Replacement of the convectors and fin pipe units for operation with the new lower temperature boiler plant.

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CURRENT ACTIVITIES

September was spent verifying the scope of work and applying that to the GMP amendment. Working through the amendment with Kellcon will allow us to have the GMP amendment completed in October and the contracting of subcontractors and ordering of materials to begin.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

In October, we play on having the GMP amendment and start heading toward the process of having all sub-contractors and materials ready to go for the summer of 2024.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

CHALLENGE AND SOLUTIONS:

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
DISTRICT WIDE ACCESS CONTROLS & CAMERAS

PROJECT SAFETY AND SECURITY UPGRADE

PROJECT DESCRIPTION (Various Per Each School’s Needs)

- Installation and mounting of building controller with enclosure/power supply as specified within the design documentation.
- Installation of access control door(s) as shown within the design drawings.
- Installation of Video door call station, per the quantity listed on the quote and shown in the design drawings.
- Installation of unlock buttons as within the design drawings.
- Alterations of existing buildings at the entry to include an interior vestibule to comply with school district safety protocols.

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CURRENT ACTIVITIES

In September, Ednetics and their partners have pushed to continue towards completion of all wireless controlled doors and pulling/installing cameras throughout Redmond School District. Meanwhile, HMK has continued to troubleshoot problems and take note of any owner-experience issues that will be addressed upon project completion.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

In October, Ednetics and their partners will continue to push toward completion of all the wireless controlled doors and pulling cable/installing cameras throughout the District. Meanwhile, we will continue to troubleshoot any problem areas and take note of any owner-experience issues to be addressed upon project completion.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

CHALLENGE AND SOLUTIONS:

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
October 17, 2023

Charan Cline, Superintendent  
Redmond School District  
145 SE Salmon Drive  
Redmond, Oregon 97756

Re: Redmond School District  
Seismic Upgrades Project  
John Tuck Elementary School  
Tumalo Community School  
Recommendation to Award

Dear Charan,

The District received 2 Construction Manager | General Contractor (CM|GC) request for proposals (RFP) responses, one from Griffin Construction, and one CB Const. After careful review and consideration, the District scoring committee and HMK Company recommend that the District enter into a CM|GC contract with Griffin Construction.

Griffin Construction is a contractor of good reputation that has the committed resources to provide the required services for the project. Their proposed CM|GC fee of 4.50% is extremely fair. Within the RFP response Griffin Construction has assembled a thoughtful and comprehensive local contractor and vendor plan that we believe will facilitate significant local participation.

We are asking that the School Board take action to award the CM|GC Contract for Seismic Upgrade Project to Griffin Construction. This request will enable Griffin Construction to immediately engage with the project team as we look at the various design and construction options for the project. We request that the board authorize a Pre-Construction Services contract in the amount Not to Exceed $37,500.00 for John Tuck Elementary School and $37,500.00 for Tumalo Community School.

As a point of reference, once the project has been bid and a Guaranteed Maximum Price (GMP) has been determined a recommendation to award a GMP Amendment for the Project will be brought to the Board for acceptance and authorization.

Sincerely,

Chad Franke,  
Program Manager  
HMK Company
To: Dr. Charan Cline, Superintendent  
From: Linda Seeberg, Assistant Superintendent of Teaching & Learning  
Re: Executive Summary: Division 22 Assurances  
Date: October 24, 2023

**Background:** Each year, Oregon’s school districts are required to review the Oregon Administrative Rules (OAR), located in Chapter 581, Division 22, related to Oregon’s standards for public schools. Each district must assess whether the district is in compliance with those standards. On or before November 1 of this school year, school district superintendents are to provide a Community Report to their local school board regarding the district’s standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules 581-022-2305. Districts are to post the Report to the Community on their district website by November 1, 2023. Following that report, districts will complete and submit to the Oregon Department of Education (ODE) the annual Elementary and Secondary Schools Assurance Form by November 15, 2023.

**Process:**  
District staff follow a process for evaluating compliance for the Division 22 Assurances. The Superintendent's Cabinet meets every Monday for 2 hours to review, plan, and check practices on the events, initiatives, and areas of responsibility within schools and departments. Cabinet members cross check plans and practices with policies, identifying and addressing discontinuity. Cabinet members include Assistant Superintendents of Teaching & Learning and Operations, Directors of Elementary and Secondary Programs, Directors of Special Education, Director of Human Resources, Director of Student Support, Director of Fiscal Services and the Public Information Officer.

- The Superintendent and Assistant Superintendent for Teaching and Learning participate in separate monthly meetings with the High Desert ESD partners where OARs and policies associated with state initiatives are often reviewed and checkpoints for compliance are examined and discussed. Representatives from ODE provide information and consultation for these meetings.

- The Directors of Special Education and the Asst. Directors for English Language Development and Federal Programs also participate in monthly meetings with High Desert ESD partners. Work with OARs is a part of the agenda and there is often representation from ODE. The information and checkpoints for compliance are brought back to the district, worked with by Cabinet and then disseminated to schools.
- The School Board continually conducts formal policy review and updates. Policy revisions occur each school year in response to legislation, state regulation and district reviews of practices.
- A formal Division 22 Standards review is conducted annually, where district office administrators review policies, documents, and practices of the standards associated with work they oversee. As part of this process, evidence of compliance is reviewed and discussed, and changes to practice are initiated, which includes the identification of specific areas and action steps at the district level and within schools to make revisions needed for compliance with the OARs.

**Division 22 Standards**

The rule summaries included below are high-level and do not outline all requirements spelled out in rule. To ensure an accurate assessment of the district’s compliance, access the linked rule for details and specifics.

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### Teaching & Learning

### Curriculum & Instruction

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<tr>
<td><strong>581-022-2030 District Curriculum</strong></td>
<td>Outlines all required components of a district’s planned K–12 instructional program.</td>
</tr>
<tr>
<td><strong>581-022-2045 Prevention Education in Drugs and Alcohol</strong></td>
<td>Requires a comprehensive plan for alcohol and drug abuse prevention program that emphasizes prevention strategies, availability of school/community resources, management of peer pressure, responsible decision-making, positive health choices. Includes staff training on referral procedures and staff responsibilities.</td>
</tr>
<tr>
<td><strong>581-022-2050 Human Sexuality Education</strong></td>
<td>Districts must plan for and implement a K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality.</td>
</tr>
<tr>
<td><strong>581-022-2055 Career Education</strong></td>
<td>K-12 Career Education as part of Comprehensive School Counseling.</td>
</tr>
<tr>
<td><strong>581-022-2060 Comprehensive School Counseling</strong></td>
<td>Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the</td>
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|  | district and each schools’ comprehensive counseling program. ODE recommends that Superintendents meet with school counseling team or district team lead to determine compliance. |
|  | Grade level time requirements for PE instruction. K-8 students shall receive PE instruction throughout the entire school year.  
  - K-5 requirement: 150 minutes/week (4 day week = 120 minutes).  
  - **6-8 requirement for 2022-23 SY: 225 minutes/week (4 day week = 180 minutes).** |
|  | Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours.  
  For specific information related to instructional time requirements for online and remote learning models, refer to the Online and Remote Learning Guidance. |
|  | Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance. **Staffing Guidelines:** at minimum, a district must employ a classified employee to oversee and maintain the media program at each school site. Ideally, the district would have a certificated media specialist overseeing the program. If a certificated media specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance. |
|  | Written plan required. Must include identification process, services, district philosophy and goals, description of nature of services to meet goals, and evaluation plan. Student plans must address level and rate of learning. Other rule requirements defined.  
  **Revised standard adopted in 2022 (SB 486).**  
  *New for 2022-23 SY: Districts shall post current TAG plan on the district website and have it available on request. Districts shall update ODE annually with district TAG contact information. Parents and students have the right to discuss the TAG plan. Updated TAG plans were due to ODE by May 1, 2023.** |
<p>|  | Requirements for conducting an independent adoption of instructional materials. Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. |</p>
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<td>581-022-2355 Instructional Materials Adoption</td>
<td>Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines.</td>
</tr>
<tr>
<td>581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</td>
<td>Postponement of instructional materials adoption, based on the state adoption cycle, requires an application to the State.</td>
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### Assessment & Reporting

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<tr>
<td>581-022-2100 Administration of State Assessments</td>
<td>Definitions and policies related to Test Administration.</td>
</tr>
<tr>
<td>581-022-2110 Exception of Students with Disabilities from State Assessments</td>
<td>Applies to students with disabilities with an IEP or a Section 504 plan. States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption.</td>
</tr>
<tr>
<td>581-022-2115 Assessment of Essential Skills</td>
<td><em>Waiver – Assessment of Essential Skills graduation requirement for class of 2023 and 2024. See section (22) of the rule.</em>&lt;br&gt;&lt;br&gt;<strong>Section 2: Local Performance Assessment requirement is not waived.</strong>&lt;br&gt;&lt;br&gt;Policies governing the Assessment of Essential Skills, including diploma requirements and local performance assessments. One worksample per grade must be provided to students in grades 3-8 and one offered in high school, using Official State Scoring Guides, in the following areas: writing, speaking, math problem-solving, and scientific inquiry; or, comparable measure adopted by the district. Also defines Assessment of Essential Skills Review Panel (AESRP) policies/practices.</td>
</tr>
<tr>
<td>581-022-2120 Essential Skill Assessments for English Language Learners</td>
<td>Districts must adopt a policy delineating whether a student may demonstrate proficiency in the student’s language of origin.</td>
</tr>
<tr>
<td>581-022-2130 Community Informed Information Gathering Process at Kindergarten</td>
<td>Volunteer school districts will pilot a Family Conversation where an educator and family meet at the start of kindergarten. The ultimate goal is to begin the process of developing meaningful relationships between educators and families while also collecting information about children’s experiences prior to kindergarten to address programs and policy at all levels. <em>DistRICTS WILl NOT BE REQUIRED TO REPORT ON THIS RULE UNTIL THE PILOT HAS CONCLUDED AND THE NEW COMMUNITY INFORMED INFORMATION GATHERING PROCESS IS BEING IMPLEMENTED STATEWIDE.</em></td>
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| <strong>581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</strong>      | Includes requirements for proficiency-based instruction and assessment, grading systems, and annual reports on student progress.                                                                         |
| <strong>581-022-2445 Universal Screenings for Risk Factors of Dyslexia</strong>                | School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the Department’s approved list. Districts may select a tool not on the approved list through a petition process outlined in the rule. |
| <strong>Program &amp; Service Requirements</strong>                                               |                                                                                                                                                                                                         |
| <strong>581-022-2315 Special Education for Children with Disabilities</strong>                | Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.                                                              |
| <strong>581-022-2330 Rights of Parents of TAG Students</strong>                              | Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child’s plan. Parents may opt their student out at any time. |
| <strong>581-022-2505 Alternative Education Programs</strong>                                 | Policies and procedures relative to alternative education programs.                                                                                                                                       |
| <strong>High School Diploma</strong>                                                          |                                                                                                                                                                                                         |
| <strong>581-022-2000 Diploma Requirements</strong>                                           | All requirements for a standard diploma.                                                                                                                                                                 |
| <strong>581-022-2005 Veterans Diploma</strong>                                               | Basic information regarding the requirement to offer Veterans Diploma.                                                                                                                                     |
| <strong>581-022-2010 Modified Diploma</strong>                                               | All requirements for the Modified Diploma.                                                                                                                                                                |
| <strong>581-022-2015 Extended Diploma</strong>                                               | All requirements for the Extended Diploma.                                                                                                                                                                |</p>
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<td>581-022-2025 Credit Options</td>
<td>Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.</td>
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<td>581-022-2205 Policies on Reporting of Child Abuse</td>
<td>School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include.</td>
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<td><strong>581-022-2220 Health Services</strong></td>
<td>Policies/practices that govern district health, including: school nurses services, prevention of communicable disease, availability of health rooms/space, vision and hearing screenings, health records, staff CPR training requirements, medically fragile student services, medication administration, and medical emergency response for each building. <strong>New requirements were adopted by the State Board on June 15, 2023. More detailed information about the changes will be forthcoming. Districts will report on compliance with the new requirements in November 2024.</strong></td>
</tr>
<tr>
<td>581-022-2307 Educational Equity Advisory Committees</td>
<td>Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent; outlines guidelines for member selection and the duties of the committee. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.</td>
</tr>
<tr>
<td>581-022-2310 Equal Education Opportunities</td>
<td>Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying</td>
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<tr>
<td>581-022-2312 Every Student Belongs</td>
<td>Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents. Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy.</td>
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<td>581-022-2345 Auxiliary Services</td>
<td>Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.</td>
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### Plans & Reports

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<tr>
<td>581-022-0107 Operational Plans for the 2022-23 School Year</td>
<td>COVID-19 Management Plan: School districts and public charter schools must periodically submit to the Department a plan for operation during the 2022-23 school year. The plan must be submitted on a timeline to be determined by the Department and on a form provided by the Department.</td>
<td></td>
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<tr>
<td>581-022-2223 Healthy and Safe Schools Plan</td>
<td>Regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule outlined in the HASS plan.</td>
<td></td>
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<tr>
<td>581-022-2225 Emergency Plans and Safety Programs</td>
<td>Requirements for Emergency and Safety Plan, which includes staff and student safety training. Procedure for Accident Reports. Required drills for fire, earthquake, lockdown, lockout, shelter in place, and evacuation.</td>
<td></td>
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<tr>
<td>581-022-2230 Asbestos Management Plans</td>
<td>Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff-OSHA.</td>
<td></td>
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<tr>
<td>581-022-2267 Annual Report on Restraint and Seclusion</td>
<td>Public education programs must submit an annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection. Reports must be available at the local level, including on the district website.</td>
<td></td>
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<td>581-022-2510 Suicide Prevention Plan</td>
<td>Requires adoption of a policy and plan for suicide prevention for students in K-12. The plan must include: 1. Procedures for prevention, intervention, postvention, and reentry into school after an event. 2. Identified school/district designee and flowchart for referrals 3. Procedure to request a review of response. 4. Equity and racial equity centered procedures to support youth who are at high risk of suicide, specifically youth from historically and currently underserved communities 5. Staff training plan in suicide prevention 6. Plans must be publicly available and posted on district website.</td>
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### Athletics & Interscholastic Activities
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<td>Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA.</td>
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<td>Definitions and policies for athletic participation, including training requirements.</td>
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<td><strong>581-022-2308 Agreements Entered Into with Voluntary Organizations</strong></td>
<td>New rule in 2022-23: Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.</td>
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### District Performance & Accountability

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<tr>
<td><strong>581-022-2250 District Improvement Plan</strong></td>
<td>Definitions and guidelines for requirements for district CIP. Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.</td>
</tr>
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<td><strong>581-022-2255 School and District Performance Report Criteria</strong></td>
<td>Definitions and required components of state, district and school report cards, based on identified performance standards. School districts must make a copy of the state provided district and school report available to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website.</td>
</tr>
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<td><strong>581-022-2260- Records and Reports</strong></td>
<td>Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.</td>
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<td><strong>581-022-2265 Report on PE Data</strong></td>
<td>Provide data to ODE annually on PE minutes, physical capacity and facilities.</td>
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<td><em>Note for the 22-23 SY: These collections are suspended from July 1, 2022 through June 30, 2023.</em></td>
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<td><strong>581-022-2300 Standardization</strong></td>
<td>Outlines methods of verifying compliance with Division 22 standards.</td>
</tr>
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<td><strong>581-022-2305 District Assurances of Compliance with Public School Standards</strong></td>
<td>Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, post community report on district website.</td>
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<td><strong>581-022-2370 Complaint Procedures</strong></td>
<td>Each district must have a written complaint policy describing the process; must be linked on website.</td>
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<td><strong>581-022-2335 Daily Class Size</strong></td>
<td>Must maintain class sizes that promote effective practices consistent with expected outcomes.</td>
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<td><strong>581-022-2400 Personnel</strong></td>
<td>All teachers, specialists and administrators employed must be licensed</td>
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<td><strong>581-022-2405 Personnel Policies</strong></td>
<td>District must adopt personnel policies that include: Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication System, release of information in employee file for anyone convicted of a crime under ORS 342.143. Includes requirements for bonded employees.</td>
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<td><strong>581-022-2410 Teacher and Administrator Evaluation and Support</strong></td>
<td>Districts must establish local evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support.</td>
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<td><strong>581-022-2415 Core Teaching Standards</strong></td>
<td>Core teaching standards must be used to evaluate teachers. InTASC standards defined.</td>
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<td><strong>581-022-2420 Educational Leadership - Administrator Standards</strong></td>
<td>Administrators must be evaluated on adopted leadership standards.</td>
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<td><strong>581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</strong></td>
<td>Compliance with OAR 581-021-0510</td>
</tr>
<tr>
<td><strong>581-022-2440 Teacher Training Related to Dyslexia</strong></td>
<td>School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must be from the Department’s approved list. A waiver may be obtained using the process outlined in 581-002-1810.</td>
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Compliance Results for Redmond School District

The district is in compliance for 2022-23 for all standards except two (2):

1) Independent Adoption of Instructional Materials
   STATUS: Implementing Corrective Action
   RSDflex, our district online option, has not gone through the formal process of adoption for instructional materials. We designated this as out-of-compliance for the 2021-22 SY with the plan of running an adoption process to be completed by the start of the 2023-24 school year. Other curriculum adoption processes took longer than anticipated and had to be extended. This impacted the start of the RSDFlex curriculum adoption process. We have applied for an extension with ODE.
   Updated timeline: With both School Board and ODE approval, the district will extend its timeline and run an adoption process for RSDFlex instructional materials, to be completed by the start of the 2024-25 school year.

2) Physical Education Requirements for Grades 6th-8th
   STATUS: Out of Compliance
   Grades 6th-8th were out of compliance for the required number of P.E. minutes (225/week for 2022-23) because P.E. is offered as part of the elective rotation at our middle schools, and therefore, most, but not every student receives P.E. throughout the entire school year.
   Corrective Action Plan/Timeline: To be in compliance with P.E. minutes at the middle school level, RSD will assemble a team to review the structure of middle school master schedules, and elective rotations to ensure a system where each student has an average of at least 150 minutes over the course of the school year (see update below).
   UPDATE: HB 3199 (passed in the 2023 legislative session) included two significant changes: 1) the reduction of the weekly time requirement from 225 min/wk to 150 min/wk, and 2) the 150 minutes are calculated as an average over the duration of the year.

Additional Materials:
Redmond School District Report on Compliance with Public School Standards (English)
Redmond School District Report on Compliance with Public School Standards (Spanish)
Redmond School District

Report on Compliance with Public School Standards

2022-23 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 Redmond 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 2022-23 school year. For each rule reported as out of compliance Redmond 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 2024-25 school year.

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

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

<table>
<thead>
<tr>
<th>Rule # and Title</th>
<th>Status</th>
<th>Explanation/Evidence</th>
<th>Corrective Action Plan &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>581-022-2030 District Curriculum</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2045 Prevention Education in Drugs and Alcohol</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Rule # and Title</td>
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<tr>
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</tr>
<tr>
<td>581-022-2050 Human Sexuality Education</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2055 Career Education</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2060 Comprehensive School Counseling</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2263 Physical Education Requirements</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>*Elementary Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>581-022-2263 Physical Education Requirements</td>
<td>Out of Compliance with 2022-23 requirements (225/week) and with revised requirements (150/week average)</td>
<td>Grade 6-8 is out of compliance because P.E. is offered as part of the elective rotation, therefore most, but not every student receives P.E. throughout the entire school year. To be in compliance with P.E. minutes at the middle school level, we will assemble a team to review the structure of middle school master schedules, and elective rotations to ensure a system where each student has P.E. for an average of 150 min. over the course of the year.</td>
<td></td>
</tr>
<tr>
<td>*Middle Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>581-022-2320 Required Instructional Time</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2340 Media Programs</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Rule # and Title</td>
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<tr>
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</tr>
<tr>
<td>581-022-2500 Programs and Services for TAG Students</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2350 Independent Adoptions of Instructional Materials</td>
<td>Implementing approved corrective action</td>
<td>RSDFlex, our district online option, has not gone through the process of adoption of instructional materials.</td>
<td>The district will run an adoption process for RSDFlex instructional materials, to be completed by the start of the 2024-25 school year.</td>
</tr>
<tr>
<td>581-022-2355 Instructional Materials Adoption</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Subcategory: Assessment & Reporting

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>581-022-2100 Administration of State Assessments</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2110 Exception of Students with Disabilities from State Assessments</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2115 Assessment of Essential Skills: Diploma Requirements</td>
<td>Waived for 2022-23 school year</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>Rule # and Title</td>
<td>Status</td>
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</tr>
<tr>
<td>581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2120 Essential Skill Assessments for English Language Learners</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2445 Universal Screenings for Risk Factors of Dyslexia</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Subcategory: Program & Service Requirements**

<table>
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<tr>
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<tbody>
<tr>
<td>581-022-2315 Special Education for Children with Disabilities</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Rule # and Title</td>
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</tr>
<tr>
<td>581-022-2330 Rights of Parents of TAG Students</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2505 Alternative Education Programs</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Subcategory: High School Diploma**

<table>
<thead>
<tr>
<th>Rule # and Title</th>
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</thead>
<tbody>
<tr>
<td>581-022-2000 Diploma Requirements</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2005 Veterans Diploma</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2010 Modified Diploma</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2015 Extended Diploma</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2020 Alternative Certificate</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2025 Credit Options</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
## Category: Health & Safety

### Subcategory: Policies & Practices

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>581-022-2205 Policies on Reporting of Child Abuse</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2220 Health Services</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2310 Equal Education Opportunities</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2312 Every Student Belongs</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2345 Auxiliary Services</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

### Subcategory: Plans & Reports

<table>
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<tr>
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<tbody>
<tr>
<td>581-022-0107 Operational Plans for the 2022-23 School Year</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2223 Healthy and Safe Schools Plan</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
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</tr>
<tr>
<td>581-022-2225 Emergency Plans and Safety Programs</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2230 Asbestos Management Plans</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2267 Annual Report on Restraint and Seclusion</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2510 Suicide Prevention Plan</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Subcategory: Athletics & Interscholastic Activities

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>581-022-2210 Anabolic Steroids and Performance Enhancing Substances</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2215 Safety of School Sports – Concussions</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2308 Agreements Entered Into with Voluntary Organizations</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
### Category: District Performance & Accountability

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>581-022-2250 District Improvement Plan</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2255 School and District Performance Report Criteria</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2260- Records and Reports</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2265 Report on PE Data</td>
<td>Waived for 2022-23 school year</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2300 Standardization</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2305 District Assurances of Compliance with Public School Standards</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2370 Complaint Procedures</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Rule # and Title</td>
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</tr>
<tr>
<td>581-022-2335 Daily Class Size</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2400 Personnel</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2405 Personnel Policies</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2410 Teacher and Administrator Evaluation and Support</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2415 Core Teaching Standards</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2420 Educational Leadership - Administrator Standards</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>581-022-2440 Teacher Training Related to Dyslexia</td>
<td>In compliance</td>
<td>The district has met all of the requirements for this rule.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Discrimination Complaint Procedure

{Required AR. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures.}

Any person, including students, staff, visitors and third parties, may file a complaint and will be defined as the complainant.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be verbal or in writing and must be filed with the Title IX coordinator. Any staff member that receives a written or verbal complaint shall report the complaint to the Title IX coordinator.

The building principal/supervisor shall further investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Any staff member that receives a written or verbal complaint shall report the complaint to the Title IX coordinator.

Step 2: If the complainant wishes to appeal the decision of the building principal/supervisor, the complainant may submit a written appeal to the superintendent within five school days after receipt of the building principal/supervisor’s response to the complaint. The superintendent will review the principal/supervisor’s decision within five to seven school days and may meet with all parties involved. The superintendent will review the merits of the complaint and the principal/supervisor’s decision. The superintendent will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent a written appeal may be filed with the Board within five to seven school days of receipt of the superintendent’s response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board at this meeting.

If the building principal is the subject of the complaint, the individual may start at step 2 and should file a complaint with the superintendent.
If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 3 and may be referred directly to the district counsel.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

If the complainant, if a person who resides in the district[,] or is a student, is a parent or guardian of a student who attends school in the district[,] or is a student, person who resides in the district,

If the complainant is a person who resides in the district, is a student, or a parent or guardian of a student who attends school in the district, is not satisfied after exhausting local complaint procedures, if the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, the complainant may appeal the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

**Charter Schools of which the District Board is a Sponsor**

The district Board, through this administrative regulation, will not review an appeal of a decision reached by the Board of the Redmond Proficiency Academy on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Redmond Proficiency Academy as the district Board’s final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023

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1 An appeal must meet the criteria found in OAR 581-002-0005(1)(a).
Discrimination Complaint Form

Any person, including students, staff, visitors and third parties, may file a complaint

Name of Person Filing Complaint  Date  School or Activity

Student/Parent □  Employee □  Job applicant □  Other □ ________________________________

Type of discrimination:

☐  Race  ☐  Mental or physical disability  ☐  Age
☐  Color  ☐  Marital status  ☐  Sexual orientation
☐  Religion  ☐  Familial status  ☐  Pregnancy
☐  Sex  ☐  Economic status  ☐  Discriminatory use of a
☐  National or ethnic origin  ☐  Veterans’ status  Native American mascot
☐  Gender identity  ☐  Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the informal discussion.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who should we talk to and what evidence should we consider?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggested solution/resolution/outcome:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This complaint form should be mailed or submitted to the principal or district administrator, as outlined in Steps 1-3 of the Discrimination Complaint Procedure.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.
Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
   a. Interferes with a student’s educational activity or program;
   b. Interferes with a school or district staff member’s ability to perform their job; or
   c. Creates an intimidating, offensive or hostile environment.

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1 “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

**Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual(s):

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This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

**Response**

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.
Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party’s ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party’s employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint,
reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person\(^2\) who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include\(^3\):

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

\(^2\) Student, staff member, or third party, or if applicable, the student or third party’s parent. If the person is a minor, the district should consider when to contact the person’s parent.

\(^3\) Remember confidentiality laws when providing any information.
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
   a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
   b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and


Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity);

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4 “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or

6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The director of human resources, or designee, is designated as the Title IX Coordinator and can be contacted at 541-923-5437. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed. Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by

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5 (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

6 (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access.
following a grievance procedure\(^7\) prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.\(^8\)

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.\(^9\) The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

**Notice**

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

**No Retaliation**

Neither the district or any person may retaliate\(^10\) against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.\(^6\) The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

\(^7\) This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

\(^8\) The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

\(^9\) The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

\(^10\) Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Sexual Harassment – GBN/JBA

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(FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

**Publication**

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

**END OF POLICY**

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**Legal Reference(s):**

| ORS 243.706 | ORS 342.850 | ORS 659A.030 |
| ORS 332.107 | ORS 342.865 | OAR 581-021-0038 |
| ORS 342.700 | ORS 659.850 | OAR 584-020-0040 |
| ORS 342.704 | ORS 659A.006 | OAR 584-020-0041 |
| ORS 342.708 | ORS 659A.029 | |


**Cross Reference(s):**

AC - Nondiscrimination  
GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff  
GBNA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students  
JBA/GBN - Sexual Harassment  
JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student  
JHFE - Reporting of Suspected Abuse of a Child  
JHFF - Reporting Requirements Regarding Sexual Conduct with Students
Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

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<td><a href="mailto:killy.hicks@redmondschools.org">killy.hicks@redmondschools.org</a></td>
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The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1  The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2  If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.
Step 3  If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent’s or designee’s decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent’s or designee’s decision in Step 2 is final.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

1 [If the Board chooses to accept the superintendent’s decision as the district’s final decision on the complaint, the superintendent’s written decision must meet the requirements of OAR 581-022-2370(4)(b).]
Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student’s education record or employee’s personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.
Name of complainant: ________________________________________________

Position of complainant: ____________________________________________

Date of complaint: _________________________________________________

Name of alleged harasser: ____________________________________________

Date and place of incident or incidents: ________________________________

Description of misconduct: _________________________________________

______________________________________________________________

Name of witnesses (if any): _________________________________________

______________________________________________________________

______________________________________________________________

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): ______________

______________________________________________________________

Any other information: ____________________________________________

______________________________________________________________

______________________________________________________________

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: ___________________________ Date: _________________________
WITNESS DISCLOSURE FORM

Name of Witness: ________________________________________________________________

Position of Witness: ____________________________________________________________

Date of Testimony/Interview: ____________________________________________________

Description of Instance Witnessed: ______________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Any Other Information: __________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: ____________________________ Date: _____________________________
Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties shall include:
1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
   a. Interferes with a student’s educational activity or program;
   b. Interferes with a school or district staff member’s ability to perform their job; or
   c. Creates an intimidating, offensive or hostile environment.

1 “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

**Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual(s):

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This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. *See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.*

**Response**

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.
Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party’s ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party’s employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint,
reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

**Notice**

When a person\(^2\) who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include\(^3\):

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

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\(^2\) Student, staff member, or third party, or if applicable, the student or third party’s parent. If the person is a minor, the district should consider when to contact the person’s parent.

\(^3\) Remember confidentiality laws when providing any information.
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
   a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
   b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and


Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:
1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

**Oregon Department of Education (ODE) Support**

The ODE will provide technical assistance and training upon request.

**FEDERAL DEFINITION AND PROCEDURES**

**Federal Definition**

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity⁴;

⁴ “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or

6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

**Federal Procedures**

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

**Reporting**

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The director of human resources, or designee, is designated as the Title IX Coordinator and can be contacted at 541-923-5437. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

**Response**

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by

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5 (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

6 (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access.
following a grievance procedure\(^7\) prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.\(^8\)

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.\(^9\) The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

**Notice**

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

**No Retaliation**

Neither the district or any person may retaliate\(^10\) against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act

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\(^7\) This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

\(^8\) The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

\(^9\) The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

\(^10\) Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.
(FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

| ORS 243.706 | ORS 342.850 | ORS 659A.030 |
| ORS 332.107 | ORS 342.865 | OAR 581-021-0038 |
| ORS 342.700 | ORS 659.850 | OAR 584-020-0040 |
| ORS 342.704 | ORS 659A.006 | OAR 584-020-0041 |
| ORS 342.708 | ORS 659A.029 |


Cross Reference(s):

GBN/JBA - Sexual Harassment
GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff
JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen
Dating Violence, or Domestic Violence – Student
JHFE - Reporting of Suspected Abuse of a Child
JHFF - Reporting Requirements Regarding Sexual Conduct with Students
JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students
Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student’s conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student’s behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator’s observations or upon a report from an employee, the student’s conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student’s parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent or guardian agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing. Notice shall include:
   a. The specific charge or charges;

1 The person serving the notice shall file a return of service. (OAR 581-021-0070)

2 When “certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing.” (OAR 581-021-0070)
b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
c. A recommendation for expulsion;
d. The student’s right to a hearing;
e. When and where the hearing will take place; and
f. The right to representation.

2. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the superintendent will conduct the hearing and will not be associated with the initial actions of the building administrators;

3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the students’ parents request an open session;

4. In case the parent or student have difficulty understanding the English language or have other serious communication disabilities, the district will provide a translator;

5. The student shall be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney and/or parent. The district’s attorney may be present;

6. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

7. The student shall be permitted to be present and to hear the evidence presented by the district;

8. The hearings officer or the student may make a record of the hearing;

9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer’s control of the hearing;

10. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. Based on the evidence presented, the hearings officer will note findings of fact as to whether or not the student committed the alleged conduct, and the hearings officer will render a decision in disciplinary action, if any, including the duration of any expulsion;

11. The hearings officer’s decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to facts and the hearings officer’s decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student’s parents at the same time. At its next regular or special meeting, the Board will review the hearings officer’s decision and will affirm, modify or reverse the decision;

12. A Board review of the hearings officer’s decision will be conducted in executive session unless the student or the student’s parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

   a. The name of the minor student;
   b. The issue involved, including a student’s confidential records;
   c. The discussion;
   d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Expulsion** – JGE
2-3
Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reason other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative programs have been made.

END OF POLICY

Legal Reference(s):
ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075

Cross Reference(s):
JG - Student Discipline
Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for any of the following circumstances:

1. When a student’s conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student’s conduct have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator’s observations or upon a report from an employee, the student’s conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student’s parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

{Choose one of the following two options.} The Board delegates the authority to decide on an expulsion to the superintendent. The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will be an impartial body.

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{1 The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.}
officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the 
hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. 

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and 
the hearings officer’s decision will be submitted to the Board, and will be available in identical form to the 
Board, the student and the student’s parents at the same time. At a future meeting, the Board will review 
the hearings officer’s decision and will affirm, modify or reverse the decision.\footnote{Evidence may include the relevant past history and student education records.}

\textit{OR} \\

\textbf{OR} \\

\textit{When a recommendation for expulsion is made, the Board will meet and review the recommendation. The 
Board will hold or arrange for the expulsion hearing unless it has been waived.} \\

\textit{If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party 
to run the hearing. The superintendent will provide relevant information to the Board, including the 
superintendent’s recommendation and duration on disciplinary action.}\footnote{The person serving the notice shall file a return of service. (OAR 581-021-0070)} \textit{This information will be available in identical form to the Board, the student if age 18 or over and the students’ parents at the same time. The 
Board will make the final decision regarding the expulsion.} \footnote{When “certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing.” (OAR 581-021-0070)}

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is 
required:

1. Notice will be given to the student and the parent by personal service\footnote{3} or by certified mail\footnote{4} at least 
five days prior to the scheduled hearing. Notice shall include:

   a. The specific charge or charges and the specific facts that support the charge or charges;
   b. A statement of intent to consider the charges as reason for expulsion;
   c. The student’s right to a hearing;
   d. When and where the hearing will take place; and
   e. The student may be represented by counsel or other persons.

2. If the parent or student does not understand the English language, the district will provide an 
interpreter during the hearing. All communications will be in a manner that is understandable to the 
parents and student;

3. The student shall be permitted to have representation present at the hearing to advise and to present 
arguments. The representation may be an attorney, parent or other person. The district’s attorney 
may be present;

4. The student shall be afforded the right to present their version of the events underlying the expulsion 
recommendation and to introduce evidence by testimony, writings or other exhibits;

5. The student shall be permitted to be present and to hear the evidence presented by the district;

\footnote{3} The person serving the notice shall file a return of service. (OAR 581-021-0070)

\footnote{4} When “certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing.” (OAR 581-021-0070)
6. The hearings officer or the student may record the hearing;

7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer’s control of the hearing;

8. A Board-conducted hearing or a Board review of the hearings officer’s decision will be conducted in executive session unless the student or the student’s parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

   a. The name of the minor student;
   b. The issues involved, including a student’s confidential records;
   c. The discussion;
   d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075
**Action Item:** A Resolution to Adopt a Supplemental Budget for the General Fund, Special Revenue Funds and Internal Service Fund for Fiscal Year 2023-24 – Resolution 23:182

**Presenter:** Kathy Steinert  
**Date:** October 25, 2023

**Introduction to Action Item on Supplemental Budget:**

To comply with local budget law (ORS 294.305 to 294.565), the School Board must take action by adopting a supplemental budget in order to increase the adopted budget to enable the District to spend revenue that was not anticipated or appropriated in the FY 2023-24 adopted budget or to reduce the adopted budget due to a reduction of resources that was not anticipated or appropriated in the adopted budget. The unanticipated revenue and expenditure increases and decreases have arisen because of the circumstances detailed below that occurred after the preparation of the District’s budget, which the Board adopted on June 28, 2023.

*Please note that this supplemental budget will not change the FY 2023-24 budgeted expenditures for the General Fund, the individual Special Revenue Funds or the Internal Service Fund by more than 10%. Therefore, the board is not required to hold a public hearing and take public comment before the adoption of the supplemental budget (ORS 294.471).*

**Background Information on Supplemental Budget:**

Subsequent to the adoption of the 2023-24 budget, the following circumstances occurred that necessitate adjustments to the District’s General Fund, Special Revenue Funds and Internal Service Fund appropriations:

### General Fund

**Changes to Resources – General Fund**

1. The District’s 2023-24 beginning fund balance is anticipated to be $1,384,900 greater than budgeted, of which **$470,700** is being appropriated to fund unbudgeted expenditures.
2. On June 23, 2023, the Oregon Legislature approved House Bill 5015, which included a $10.2 billion allocation for the State School Fund for the 2023-2025 biennium. The District anticipates receiving **$2,476,600** of additional revenue.
3. The Oregon Department of Education’s estimate of the District’s Common School Fund revenue increased by **$36,700**.
4. The District was awarded an additional **$50,000** in restricted funding from the High Desert Education Service District to support the following initiatives after the 2023-24 budget was prepared:
   - Hartman Elementary School Dual Language Program Support - **$24,800**
   - New Administrators Coaching Program - **$18,400**
   - Partners in Belonging – **$2,600**
   - STEM After-School Programming - **$2,500**
   - The Forward Project - **$1,700**

**Total Resources Increase – General Fund**  
**$3,034,000**
Changes to Requirements – General Fund

1. The District negotiated agreements with the Classified (OSEA) and Licensed (REA) associations that resulted in salaries and related payroll costs that are $2,119,300 higher than anticipated in the adopted budget. Instruction - $1,357,600; Support Services - $757,100; and Enterprise and Community Services - $4,600.

2. The District made a number of staffing-related changes to reflect current needs that were not anticipated at the time the budget was adopted. The net impact of changes was an FTE increase of 0.8085 FTE at an additional cost of $52,800. Instruction - $221,300 and Support Services – ($168,500).

3. Because of the increase in the State School Fund allocation for the 2023-2025 biennium, charter school payments to Redmond Proficiency Academy have increased by $262,100.

4. Due to the delayed timing of expenditures projected to occur in 2022-23 but postponed or delayed until 2023-24, expenditures have been increased by $97,500. Instruction - $88,500 and Support Services - $9,000.

5. Subsequent to the budget adoption, the District became aware of multiple increases and decreases in expenditures, including those resulting from the additional restricted funding from the HDESD, that result in a $269,600 increase in expenditures. Instruction - $133,800; Support Services - $253,800; Enterprise and Community Services - $5,200; and Debt Service – ($123,200).

6. The actual carryover of 2022-23 unspent discretionary funds allocated to schools was $66,100 more than budgeted. Instruction - $12,600 and Support Services – $53,500.

7. Due to the total increase in General Fund revenues described above, the District has increased the required Planned Reserve/Contingency by $166,600.

**Total Requirements Increase – General Fund**  $3,034,000

Special Revenue Funds

Changes to Resources – Nutrition Services Fund

1. The Nutrition Services Fund’s beginning fund balance for 2023-24 is ($126,500) less than budgeted due primarily to higher than projected food and supplies expenditures in the 2022-23 school year.

2. The District anticipates an additional $28,900 in Nutrition Services program revenues primarily due to the participation of two additional schools in the federally-funded Community Eligibility Provision (CEP) no cost meal service program.

3. The District was awarded a federally-funded Fresh Fruit and Vegetable Program Grant at Lynch Elementary and Step-Up in the amount of $26,900.

4. The District received a state-funded Breakfast-After-the-Bell Equipment Grant for Lynch Elementary and Step-Up in the amount of $6,400.

5. The state-funded Farm-to-School Grant that the District received was $3,300 greater than anticipated at the time the budget was prepared.

6. The District received a federally-funded National School Lunch Program Equipment Grant for John Tuck Elementary in the amount of $2,400.

**Total Resources Decrease – Nutrition Services Fund**  ($58,600)

Changes to Requirements – Nutrition Services Fund

1. The District’s agreement with the Classified (OSEA) association resulted in budgeted salaries and related payroll costs that are higher than anticipated in the adopted budget by $21,400.
2. Nutrition Services anticipates higher than budgeted costs for staff extra-time and overtime hours resulting in an increase in compensation costs of $41,100.

3. Unanticipated changes in FTE for Nutrition Services have resulted in lower compensation costs of ($9,400).

4. The 2022-23 ending fund balance for the Nutrition Services Fund was $669,300 more than the National School Lunch Program’s allowable nonprofit food service year-end account balance of three-months’ average operating expenses. The District is required to spend-down the excess balance to improve the school nutrition programs. Expenditures have been increased by $57,200 to comply with this requirement.

5. Due to the increase in state- and federally-funded grants described above, expenditures for food, supplies and equipment have increased by $39,000.

6. Due to the decrease in Nutrition Services Fund resources described above and the increased expenditures, the District has decreased the Planned Reserve/Contingency by ($207,900).

**Total Requirements Decrease – Nutrition Services Fund**  ($58,600)

**Changes to Resources – Asset Replacement Fund**

1. The 2023-24 beginning fund balance for the Deferred Maintenance Fund was ($21,900) less than budgeted primarily due to the acceleration of expenditures into 2022-23 in comparison to what was projected at the time the budget was prepared.

2. The Deferred Maintenance Fund anticipates lower Other State Restricted Grants revenue of ($20,000) due to the receipt of a Facilities Condition and Assessment Technical Assistance Grant in 2022-23 instead of 2023-24 as budgeted.

**Total Resources Decrease – Asset Replacement Fund**  ($41,900)

**Changes to Requirements – Asset Replacement Fund**

1. In order to fund unanticipated Deferred Maintenance projects, the Support Services appropriation has been increased by $28,400.

2. Due to the acceleration of expenditures into the 2022-23 fiscal year, the Facilities Acquisition and Construction Services appropriation has been decreased by ($34,400).

3. Because of a higher than budgeted expenditures and lower than budgeted Beginning Fund Balance in the Deferred Maintenance Fund, the Planned Reserve/Contingency appropriation has been decreased by ($35,900).

**Total Requirements Decrease – Asset Replacement Fund**  ($41,900)

**Changes to Resources – Grant Programs**

1. Many federal and non-federal grant programs have an ending date that does not correspond with the District’s fiscal year-end. For those grants whose ending date extends beyond the close of our fiscal year, the District must budget “carryover” revenue – the amount of the previous year’s grant award that will be expended in the new fiscal year. For the following grants, the actual carryover realized was greater or (less) than we anticipated at the time the FY 2023-24 budget was prepared for a total impact of $549,000 in additional revenue:
   - ESSER III - $338,600
   - IDEA - $108,000
   - Student Investment Account - $37,100
   - High School Success - $34,200
Title I - A $7,300  
Title II - A $5,800  
Title III grant - $20,900  
Community Schools - $1,800  
Title IV-A grant - ($4,100)  
ARP-Homeless Children and Youth - ($600)

2. Since July 1, 2023, the District has received notice of the following increased, (decreased) or new grant awards that were not anticipated at the time the FY 2023-24 budget was prepared for a total impact of $605,800 in additional revenue:
   - A $702,000 increased award for the Student Investment Account.
   - A $3,700 increased award for Title III.
   - A ($12,500) decreased award for Title I-A.
   - A ($133,400) decreased award for High School Success.
   - A ($8,900) decreased award for IDEA.
   - A ($700) decreased award for Title II-A.
   - A new $28,100 State Library grant award.
   - A new $22,000 Community Schools grant award.
   - A $5,500 Oregon State University Science and Math Investigative Learning Experiences (SMILE) grant award.

Total Resources Increase – Grant Programs $1,154,800

Changes to Requirements – Grant Programs

1. The increased grant revenue is being used primarily to fund $810,200 of increases in salaries and related payroll costs (Instruction - $350,300; Support Services - $338,500; and Community Services - $121,400), including:
   - 2.31 new FTE and 1.28 FTE for current service level protection,
   - Cost increases as a result of negotiated agreements with the Classified and Licensed associations, and
   - Increases in additional salaries and related payroll costs largely due to adding an after school Academic Enrichment program in the Student Investment Account.

2. The District has reduced Purchased Services expenditures by ($232,300), primarily due to the postponement of HVAC renovations at Terrebonne Community School. Instruction - $16,800 and Support Services – ($249,100).

3. Due to increased grant resources, the District has increased the following expenditures:
   - Supplies and Materials expenditures by $242,400, primarily in the areas of Textbook Adoption and other Curriculum needs. Instruction - $218,200; Support Services - $21,300; and Community Services - $2,900.
   - Capital investments in CTE programs by $101,200. Instruction
   - Grant Program Apportionments to Redmond Proficiency Academy by $115,800.
   - Other Uses as follows: $67,000 for additional academic assessment tools and $50,500 for grant indirect charges. Instruction- $7,900 and Support Services - $109,600.

Total Requirements Increase – Grant Programs $1,154,800

Changes to Resources – Fee Supported Programs

1. The 2023-24 beginning fund balances for the following Fee Supported Programs sub-funds were higher than budgeted by $226,300 as follows:
   - Co-Curricular Funds - $162,500
   - District Facilities and Events Fund - $28,200
   - E-Rate Fund - $26,600
2. The 2023-24 beginning fund balance for the Family Access Network (FAN) Fund was ($91,200) lower than budgeted due to 2022-23 Medicaid Administrative Claiming (MAC) Survey revenues that were less than we projected at the time the budget was prepared.

3. The anticipated reimbursement for E-Rate eligible services in the E-Rate Fund has been reduced by ($3,700).

Total Resources Increase – Fee Supported Program $131,400

Changes to Requirements – Fee Supported Programs

1. In order to fund E-Rate eligible projects not known at the time the budget was prepared, the Support Services appropriation has been increase by $130,300.

2. The District’s agreement with the Classified (OSEA) association resulted in budgeted salaries and related payroll costs in Enterprise and Community Services that are higher than anticipated in the adopted budget by $13,400.

3. Due to the increase in beginning fund balance in the SB 1149 Fund resulting from higher than anticipated revenues in 2022-23, the appropriation for Transfers (to the Capital Projects Fund for reimbursements of approved energy efficiency bond projects) is anticipated to be $9,000 higher than originally budgeted.

4. As a result of changes in 2023-24 beginning fund balances, offset by increases in expenditures discussed above, the Planned Reserve/Contingency appropriation has been decreased by ($21,300).

Total Requirements Increase – Fee Supported Program $131,400

Internal Service Fund

Changes to Resources – Insurance Fund

The 2023-24 beginning fund balance for the Insurance Fund was $39,900 more than budgeted primarily due to higher than projected claim reimbursements from PACE in 2022-23 and lower than projected Worker’s Compensation expenditures.

Total Resources Increase – Insurance Fund $39,900

Changes to Requirements – Insurance Fund

The Support Services appropriation in the Insurance Fund has been increased by $39,900 due to actual and anticipated increases in annual liability insurance expenditures.

Total Requirements Increase – Insurance Fund $39,900

Administration Recommendation:

Staff recommends the approval of a supplemental budget for the 2023-24 fiscal year that will change the resources and appropriations as follows:

- General Fund – Increase of $3,034,000 from $97,896,400 to $100,930,400.
- Nutrition Services Fund – Decrease of ($58,600) from $4,647,800 to $4,589,200.
- Asset Replacement Fund – Decrease of ($41,900) from $4,018,400 to $3,976,500.
- Grant Programs – Increase of $1,154,800 from $15,940,700 to $17,095,500.
- Fee Support Programs – Increase of $131,400 from $5,440,200 to $5,571,600.
- Insurance Fund – Increase of $39,900 from $1,725,700 to $1,765,600.
Recommended Motion:

I move that the School Board approve Resolution 23:182 to adopt and appropriate a supplemental budget for the 2023-24 fiscal year in the amounts specified in the resolution.
WHEREAS, the Redmond School District School Board has adopted a policy related to Budget Implementation to comply with Local Budget Law (ORS 294.305 through ORS 294.565); and,

WHEREAS, the following request has been submitted in accordance with that policy; and,

WHEREAS, after the close of FY 2022-23, the District’s actual ending fund balance was greater than the amount estimated as beginning fund balance in the FY 2023-24 adopted budget for the General Fund, Fee Supported Programs and Insurance Fund; and,

WHEREAS, after the close of FY 2022-23, the District’s actual ending fund balance was less than the amount estimated as beginning fund balance in the FY 2023-24 adopted budget for the Nutrition Services Fund and the Asset Replacement Fund; and,

WHEREAS, the District currently anticipates changes to revenues as compared to the amounts estimated in the FY 2023-24 adopted budget for the General Fund, Nutrition Services Fund, Asset Replacement Fund and Fee Supported Programs; and,

WHEREAS, the actual carryover revenues for the following grants were greater than the amount estimated in the FY 2023-24 Grant Programs adopted budget: Title I-A ESEA, Title II-A Teacher Quality, Title III English Learners, Individuals with Disabilities Education Act (IDEA), ESSER III, Community Schools, High School Success, and Student Investment Account; and,

WHEREAS, the actual carryover revenues for the following grants were lower than the amount estimated in the FY 2023-24 Grant Programs adopted budget: Title IV-A Student Support and Academic Enrichment and ARP-Homeless Children and Youth; and,

WHEREAS, the District received notice of the following increased or new grant awards that were not anticipated at the time the FY 2023-24 budget was prepared: Title III, Student Investment Account, Community Schools, a State Library Grant, and an OSU Science and Math Investigative Learning Experiences (SMILE) grant; and,

WHEREAS, the District received notice of the following decreased grant awards that were not anticipated at the time the FY 2023-24 budget was prepared: Title I-A ESEA, IDEA, High School Success, and Title II-A; and,

WHEREAS, the District has adjusted the FY 2023-24 adopted budget expenditures in response to the changes in resources noted above and in response to other changes that were unforeseen at the time the budget was prepared; and,

WHEREAS, ORS 294.471(1) allows for the recognition of unforeseen additional revenue and expenditures after the adoption of a supplemental budget; and,

WHEREAS, ORS 294.471(1) allows for the reduction of resources and appropriations after the adoption of a supplemental budget; and,
WHEREAS, ORS 294.463(1) allows for appropriation transfers within a fund from an existing appropriation to another existing appropriation; and

WHEREAS, ORS 294.463(2) allows for transfer of contingency to an existing appropriation within a fund up to a limit of 15 percent of the total appropriation of the fund; therefore,

BE IT RESOLVED, that the Redmond School Board hereby adopts and appropriates this supplemental budget in the amounts specified and as indicated below.

**General Fund**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State School Fund – General Support</td>
<td>$2,476,600</td>
</tr>
<tr>
<td>Common School Fund</td>
<td>$36,700</td>
</tr>
<tr>
<td>Revenue from Intermediate Sources – Restricted</td>
<td>$50,000</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>$470,700</td>
</tr>
</tbody>
</table>

**Total Resources**

**$3,034,000**

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$2,075,900</td>
</tr>
<tr>
<td>Support Services</td>
<td>$904,900</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>$9,800</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$(123,200)</td>
</tr>
<tr>
<td>Contingency</td>
<td>$166,600</td>
</tr>
</tbody>
</table>

**Total Requirements**

**$3,034,000**

**SPECIAL REVENUE FUNDS**

**Nutrition Services Fund**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service</td>
<td>($23,200)</td>
</tr>
<tr>
<td>Other Revenue from Local Sources</td>
<td>($8,300)</td>
</tr>
<tr>
<td>Revenue from State Sources</td>
<td>$32,600</td>
</tr>
<tr>
<td>Revenue from Federal Sources</td>
<td>$66,800</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>($126,500)</td>
</tr>
</tbody>
</table>

**Total Resources**

**($58,600)**

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Services</td>
<td>$149,300</td>
</tr>
<tr>
<td>Contingency</td>
<td>($207,900)</td>
</tr>
</tbody>
</table>

**Total Requirements**

**($58,600)**
Asset Replacement Fund

Resources:
- Other State Restricted Grants ($20,000)
- Beginning Fund Balance ($21,900)

Total Resources ($41,900)

Requirements:
- Support Services $28,400
- Facilities Acquisition and Construction Services ($34,400)
- Contingency ($35,900)

Total Requirements ($41,900)

Grant Programs

Resources:
- Other State Restricted Grants $667,400
- Restricted Revenue – Federal Through State $485,600
- Beginning Fund Balance $1,800

Total Resources $1,154,800

Requirements:
- Instruction $694,400
- Support Services $220,300
- Community Services $124,300
- Apportionment of Funds by Local Education Authority $115,800

Total Requirements $1,154,800

Fee Supported Programs

Resources:
- Revenue from Local Sources ($3,700)
- Beginning Fund Balance $135,100

Total Resources $131,400

Requirements:
- Support Services $130,300
- Enterprise and Community Services $13,400
- Transfers $9,000
- Contingency ($21,300)

Total Requirements $131,400
INTERNAL SERVICE FUND

Insurance Fund

Resources:
Beginning Fund Balance $39,900

Requirements:
Support Services $39,900

The above resolution statements were approved and declared adopted including the related appropriations on the 25th day of October, 2023.

Michael Summers, Chair
Redmond School District Board of Directors
**REDMOND SCHOOL DISTRICT BOARD OF DIRECTORS**

**Action Item:** A Resolution to Adopt a Capital Project Fund Supplemental Budget for Fiscal Year 2023-24 – Resolution 23:183

**Presenter:** Kathy Steinert  
**Date:** October 25, 2023

**Introduction to Action Item on Supplemental Budget:**

To comply with local budget law (ORS 294.305 to 294.565), the School Board must take action by adopting a supplemental budget in order to increase the adopted budget to enable the District to spend revenue that was not anticipated or appropriated in the FY 2023-24 adopted budget. The unanticipated revenue and expenditure has arisen because of the circumstances detailed below that occurred after the preparation of the District’s budget, which the Board adopted on June 28, 2023.

*Please note that this supplemental budget will change the FY 2023-24 budget for the Capital Project Fund by more than 10%. Therefore, the board must hold a public hearing and take public comment before the adoption of the supplemental budget.*

**Background Information on Supplemental Budget:**

Subsequent to the adoption of the 2023-24 budget, the following circumstances that necessitate adjustments to the District’s Capital Project Fund’s appropriations occurred:

**Changes to Resources – Capital Project Fund**

1. The Capital Project Fund’s beginning fund balance for 2023-24 is **$1,280,400** greater than budgeted due primarily to a delay in project-related expenditures in 2022-23 in comparison to what was projected at the time the budget was prepared.
2. The District anticipates completing $1,600,000 in seismic project work at John Tuck Elementary and Tumalo Community Schools and receiving **$1,600,000** in grant reimbursements from the Seismic Rehabilitation Grant Program.
3. The interfund transfer from the SB 1149 Fee Supported Fund for reimbursements of approved energy efficiency bond projects is anticipated to be **$9,000** higher than originally budgeted.

**Total Resources Increase**  
**$2,889,400**

**Changes to Requirements – Capital Project Fund**

1. The District anticipates completing an unbudgeted **$1,600,000** in seismic project work at John Tuck Elementary and Tumalo Community Schools by June 30, 2024.
2. Due to the delayed timing of project-related expenditures, the Capital Project Fund’s appropriation for Facilities Acquisition and Construction Services has been increased by **$1,280,400**.
3. In order to fund unanticipated bond project costs, the Facilities Acquisition and Construction Services appropriation has been increased by **$1,300**.
4. Due to the increase in resources described above, the District has increased the Planned Reserve/Contingency by $7,700. If necessary to fund bond projects in the current fiscal year, staff will present the Board with a resolution to appropriate expenditure from Contingency.

Total Requirements Increase $2,889,400

Administration Recommendation:

Staff recommends the approval of a supplemental budget for the 2023-24 fiscal year that will increase the Capital Project Fund’s resources and appropriations by $2,889,400, from $16,317,700 to $19,207,100.

Recommended Motion:

I move that the School Board approve Resolution 23:183 to adopt and appropriate a supplemental budget for the 2023-24 fiscal year in the amounts specified in the resolution.
WHEREAS, the Redmond School District School Board has adopted a policy related to Budget Implementation to comply with Local Budget Law (ORS 294.305 through ORS 294.565); and,

WHEREAS, the following request has been submitted in accordance with that policy; and,

WHEREAS, after the close of FY 2022-23, the District’s actual ending fund balance was greater than the amount estimated as beginning fund balance in the FY 2022-23 adopted budget for the Capital Project Fund; and,

WHEREAS, the District currently anticipates changes to revenues as compared to the amounts estimated in the FY 2023-24 adopted budget for the Capital Project Fund; and,

WHEREAS, the District has adjusted the FY 2023-24 adopted budget expenditures in the Capital Project Fund in response to the changes in resources noted above and in response to other changes that were unforeseen at the time the budget was prepared; and,

WHEREAS, ORS 294.471(1) allows for the recognition of unforeseen additional revenue and expenditures after the adoption of a supplemental budget; therefore,

BE IT RESOLVED, that the Redmond School Board hereby adopts and appropriates this supplemental budget in the amounts specified and as indicated below.

**CAPITAL PROJECT FUND**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other State Restricted Grants</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td>$ 9,000</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>$1,280,400</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td><strong>$2,889,400</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$2,881,700</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 7,700</td>
</tr>
<tr>
<td><strong>Total Requirements</strong></td>
<td><strong>$2,889,400</strong></td>
</tr>
</tbody>
</table>

The above resolution statements were approved and declared adopted including the related appropriations on the 25th day of October, 2023.

Michael Summers, Chair                                                                                               Date
Redmond School District Board of Directors
RESOLUTION TO RECOGNIZE AND APPROPRIATE ADDITIONAL SPECIFIC PURPOSE REVENUE IN THE GRANT PROGRAMS FUND FOR FY 2023-24

Resolution 23:184

WHEREAS, the Redmond School District School Board has adopted a policy related to Budget Implementation to comply with Local Budget Law (ORS 294.305 through ORS 294.565); and,

WHEREAS, the following request has been submitted in accordance with that policy; and,

WHEREAS, the District received notice of a grant award of $57,200 for the Bilingual Teacher Pathways Grant that was not anticipated at the time the FY 2023-24 budget was prepared; and,

WHEREAS, the District received notice of a two-year grant award of $130,000 for the Youth Reengagement Opportunity Grant that was not anticipated at the time the FY 2023-24 budget was prepared; and,

WHEREAS, the District intends to spend $62,700 of the Youth Reengagement Opportunity Grant during FY 2023-24, and;

WHEREAS, ORS 294.338 (2) allows for the adoption of a resolution to authorize the expenditure of specific purpose grant awards; therefore,

BE IT RESOLVED, that the following additional funding to be recognized and appropriated in the amount specified and as indicated below are hereby approved.

SPECIAL REVENUE FUNDS

Grant Programs

Resources:
- Other State Restricted Grants $119,900

Requirements:
- Instruction $32,500
- Support Services $87,400

Total Requirements $119,900

This is a request by Fiscal Services to authorize the recognition and appropriation of $119,900 of additional specific purpose grant funds not anticipated at the time the FY 2023-24 budget was prepared. This authorization will allow the expenditure of funds granted to the Redmond School District.

The above resolution statements were approved and declared adopted including the related appropriations on the 25th day of October, 2023.

Michael Summers, Chair                              Date
Redmond School District Board of Directors
Action Item: 2024-25 Budget Committee Calendar Adoption

Presenter: Kathy Steinert               Date: October 25, 2023

Introduction to Action item:

The Budget Committee is charged with holding one or more meetings to:

1) Receive the budget message and the budget document;
2) Provide members of the public an opportunity to ask questions about and comment upon the budget document; and
3) Approve the budget document as submitted by the budget officer or as revised and prepared by the Budget Committee.

Prior to Budget Committee meetings being held, a schedule listing the proposed meeting dates must be approved by the Board.

Administration Recommendation:

Administration recommends approving the 2024-25 Budget Calendar as presented.

Recommended Motion:

I move to approve the 2024-25 Budget Calendar as presented.
<table>
<thead>
<tr>
<th>Date</th>
<th>Calendar Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12, 2024</td>
<td><strong>Estimate of 2024-25 Enrollment &amp; Local Revenues</strong> submitted to Oregon Department of Education</td>
</tr>
<tr>
<td>February 7, 2024</td>
<td><strong>Budget Committee Work Session</strong> – Long Range Financial Plan &amp; 2024-25 Budget – 5:30 PM, District Office</td>
</tr>
<tr>
<td>April 10, 2024</td>
<td><strong>Publish Notice of Budget Meeting</strong> in <em>The Bulletin</em> or <em>The Redmond Spokesman</em> and on RSD Website</td>
</tr>
<tr>
<td>April 24, 2024</td>
<td><strong>First Budget Committee Meeting</strong> – 5:30PM, District Office, Budget Message Presented</td>
</tr>
<tr>
<td>May 8, 2024</td>
<td><strong>Second Budget Committee Meeting</strong> – 5:30 PM, District Office</td>
</tr>
<tr>
<td>June 12, 2024</td>
<td><strong>Notice of Hearing and Budget Summary</strong> appears in <em>The Bulletin</em> or <em>The Redmond Spokesman</em></td>
</tr>
<tr>
<td>June 26, 2024</td>
<td><strong>Budget Hearing, School Board Adopts Budget, Makes Appropriations and Categorizes Taxes to be Levied</strong> – 5:30 PM, District Office</td>
</tr>
<tr>
<td>July 15, 2024</td>
<td><strong>Certify Levy and File with County Assessor</strong></td>
</tr>
</tbody>
</table>
Date: October 19, 2023  
To: Redmond School District Board and Finance Committee  
From: Kathy Steinert, Director of Fiscal Services  
Subject: Financial Reports for September 2023

General Fund Revenues

Year-to-date revenues through September 30, 2023 are $18,266,060 or 21.1% of budget. On a percentage basis, this is higher than 2022-23 year-to-date revenues which were 20.8% of budget. Year-to-date revenues are higher than the prior year by $1,076,704, or 6.3%, primarily due to an increase in year-to-date Formula Revenue of $1,338,917, or 8.1%. Total year-to-date Formula Revenue of $17,800,402 is 21.2% of budget versus prior year-to-date Formula Revenue which was 20.5% of budget.

Formula Revenue, the primary funding source for General Fund operations, is the combination of local property tax revenues and the State School Fund General Purpose Grant, the total of which is equalized at the state level and distributed based on extended ADMw. For 2023-24, the District’s Formula Revenue budget of $83,870,200 has increased by 2.6% versus the 2022-23 actual Formula Revenue. The increase is primarily due to the higher allocation of funding from the State. The current budget assumes a $9.9 billion allocation for the 2023-2025 biennium vs. the $9.3 billion for the prior biennium. The actual biennial allocation is $10.2 billion. 2023-24 budgeted revenue will be updated to reflect this higher allocation following the adoption of a supplemental budget at this month’s board meeting.
General Fund Expenditures

Year-to-date expenditures through September 30, 2023 are $13,327,614 or 13.6% of budget. On a percentage of budget basis, that is on par with the year-to-date expenditures in 2022-23 which were 13.7% of budget.

Compensation-related costs increased by $959,623, or 12.3%, compared to the prior year. For 2023-24, compensation costs increased as follows: (1) a 6.5% Cost of Living Adjustment (COLA) for all employee groups, (2) step increases for teachers and support staff, and (3) a $75 increase in the monthly health insurance contribution for eligible employees. Year-to-date salaries are $647,684, or 12.4%, higher than 2022-23. Year-to-date related payroll costs are $311,939, or 12.2%, higher than 2022-23.

Purchased Services costs have increased by $170,440, or 4.9% compared to 2022-23. Charter School Payments have increased by $64,980, or 2.4%. Utilities costs have increased by $80,375, or 33.6%. Rental costs have increased by $25,684, due to a change in the accounting treatment for leases.

Supplies and Materials expenditures have decreased by $123,155, or 12.5%, compared to 2022-23. Computer Hardware costs are lower than the prior year by $117,249 and Non-Consumable Items costs have decreased by $90,997. These reductions were offset by increases of $40,704 in Computer Software costs and $43,185 in Gas & Oil costs compared to 2022-23.
### FY 2022-23 through September 30, 2022

<table>
<thead>
<tr>
<th></th>
<th>Annual Revenue Budget</th>
<th>Actual Revenue Collected</th>
<th>% Collected</th>
<th>Revenue Budget Not Received</th>
<th>% Not Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>$10,639,900</td>
<td>$10,799,779</td>
<td>102%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$32,332,800</td>
<td>$720,588</td>
<td>2%</td>
<td>$31,612,122</td>
<td>98%</td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$621,000</td>
<td>$74,179</td>
<td>12%</td>
<td>$546,821</td>
<td>88%</td>
</tr>
<tr>
<td>State Sources</td>
<td>$49,299,100</td>
<td>$16,041,092</td>
<td>33%</td>
<td>$33,258,008</td>
<td>67%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$23,200</td>
<td>$2,359</td>
<td>10%</td>
<td>$20,841</td>
<td>90%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$359,700</td>
<td>$-</td>
<td>100%</td>
<td>$359,700</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$82,635,800</td>
<td>$16,838,218</td>
<td>20%</td>
<td>$65,797,582</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>$93,275,700</td>
<td>$27,637,997</td>
<td>30%</td>
<td>$65,637,703</td>
<td>70%</td>
</tr>
</tbody>
</table>

### FY 2023-24 through September 30, 2023

<table>
<thead>
<tr>
<th></th>
<th>Annual Revenue Budget</th>
<th>Actual Revenue Collected</th>
<th>% Collected</th>
<th>Revenue Budget Not Received</th>
<th>% Not Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>$11,441,300</td>
<td>$12,826,193</td>
<td>112%</td>
<td></td>
<td></td>
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<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$34,406,100</td>
<td>$773,304</td>
<td>2%</td>
<td>$33,632,796</td>
<td>98%</td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$745,100</td>
<td>$6,042</td>
<td>1%</td>
<td>$739,058</td>
<td>99%</td>
</tr>
<tr>
<td>State Sources</td>
<td>$51,203,800</td>
<td>$17,481,713</td>
<td>34%</td>
<td>$33,722,087</td>
<td>66%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$95,600</td>
<td>$5,000</td>
<td>5%</td>
<td>$90,600</td>
<td>95%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$4,500</td>
<td>$-</td>
<td>0%</td>
<td>$4,500</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$86,455,100</td>
<td>$18,266,060</td>
<td>21%</td>
<td>$68,189,040</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>$97,896,400</td>
<td>$31,092,253</td>
<td>32%</td>
<td>$66,804,147</td>
<td>68%</td>
</tr>
</tbody>
</table>
## FY 2022-23 through September 30, 2022

<table>
<thead>
<tr>
<th>Expenditures by Object:</th>
<th>Annual Expenditure Budget</th>
<th>Actual Expenditure</th>
<th>% Expended</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 44,680,100</td>
<td>$ 5,238,148</td>
<td>12%</td>
<td>$ 39,441,952</td>
<td>88%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 22,655,000</td>
<td>$ 2,558,800</td>
<td>11%</td>
<td>$ 20,096,200</td>
<td>89%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,507,400</td>
<td>$ 3,459,587</td>
<td>24%</td>
<td>$ 11,047,813</td>
<td>76%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 4,348,700</td>
<td>$ 984,752</td>
<td>23%</td>
<td>$ 3,363,948</td>
<td>77%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$ 404,600</td>
<td>$ 363,668</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 654,100</td>
<td>$ 122,184</td>
<td>19%</td>
<td>$ 531,916</td>
<td>81%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 710,000</td>
<td>$ 78,855</td>
<td>11%</td>
<td>$ 631,145</td>
<td>89%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 5,315,800</td>
<td>-</td>
<td>0%</td>
<td>$ 5,315,800</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$ 93,275,700</strong></td>
<td><strong>$ 12,805,994</strong></td>
<td>14%</td>
<td><strong>$ 80,469,706</strong></td>
<td>86%</td>
</tr>
</tbody>
</table>

## FY 2023-24 through September 30, 2023

<table>
<thead>
<tr>
<th>Expenditures by Object:</th>
<th>Annual Expenditure Budget</th>
<th>Actual Expenditure</th>
<th>% Expended</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 47,354,900</td>
<td>$ 5,885,831</td>
<td>12%</td>
<td>$ 41,469,069</td>
<td>88%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 24,123,500</td>
<td>$ 2,870,739</td>
<td>12%</td>
<td>$ 21,252,761</td>
<td>88%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,343,700</td>
<td>$ 3,630,027</td>
<td>25%</td>
<td>$ 10,713,673</td>
<td>75%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 2,896,500</td>
<td>$ 861,596</td>
<td>30%</td>
<td>$ 2,034,904</td>
<td>70%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>$ 7,293</td>
<td>-</td>
<td>(7,293)</td>
<td>-</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 692,200</td>
<td>$ 72,127</td>
<td>10%</td>
<td>$ 620,073</td>
<td>90%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 636,000</td>
<td>-</td>
<td>0%</td>
<td>$ 636,000</td>
<td>100%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 7,849,600</td>
<td>-</td>
<td>0%</td>
<td>$ 7,849,600</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$ 97,896,400</strong></td>
<td><strong>$ 13,327,614</strong></td>
<td>14%</td>
<td><strong>$ 84,568,786</strong></td>
<td>86%</td>
</tr>
<tr>
<td>Description</td>
<td>Appropriations</td>
<td>Actual Expenditures</td>
<td>% to Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$53,133,800</td>
<td>$6,797,314</td>
<td>12.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$35,729,000</td>
<td>$6,521,645</td>
<td>18.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>$43,300</td>
<td>$8,654</td>
<td>20.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>$511,300</td>
<td>-</td>
<td>$511,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>$636,000</td>
<td>-</td>
<td>$636,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$7,843,000</td>
<td>-</td>
<td>$7,843,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td>$97,896,400</td>
<td>$13,327,614</td>
<td>13.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Debt Service Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>$22,660,900</td>
<td>-</td>
<td>$22,660,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERS UAL Bond Lump Sum Payment to PERS</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$2,000,000</td>
<td>$-</td>
<td>$2,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Debt Service Fund</strong></td>
<td>$24,660,900</td>
<td>$-</td>
<td>$24,660,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capital Projects Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$12,979,900</td>
<td>$1,325,048</td>
<td>10.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$3,337,800</td>
<td>$-</td>
<td>$3,337,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Capital Projects Fund</strong></td>
<td>$16,317,700</td>
<td>$1,325,048</td>
<td>8.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Revenue Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>$3,582,200</td>
<td>$258,278</td>
<td>7.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,065,600</td>
<td>$-</td>
<td>$1,065,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Nutrition Service</strong></td>
<td>$4,647,800</td>
<td>$258,278</td>
<td>5.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asset Replacement Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$2,425,700</td>
<td>$191,994</td>
<td>7.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$72,800</td>
<td>$-</td>
<td>$72,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>$548,900</td>
<td>$-</td>
<td>$548,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$971,000</td>
<td>$-</td>
<td>$971,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Asset Replacement</strong></td>
<td>$4,018,400</td>
<td>$191,994</td>
<td>4.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grant Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$8,170,700</td>
<td>$1,042,833</td>
<td>12.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$6,297,600</td>
<td>$857,162</td>
<td>13.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services</td>
<td>$173,900</td>
<td>$30,237</td>
<td>17.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>$1,000</td>
<td>$-</td>
<td>$1,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apportionment of Funds by LEA</td>
<td>$1,164,700</td>
<td>$-</td>
<td>$1,164,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$132,800</td>
<td>$-</td>
<td>$132,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Grant Programs</strong></td>
<td>$15,940,700</td>
<td>$1,930,231</td>
<td>12.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fee Supported Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$1,748,400</td>
<td>$192,859</td>
<td>11.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$113,800</td>
<td>$98,727</td>
<td>86.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Community Services</td>
<td>$797,300</td>
<td>$68,393</td>
<td>8.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>$1,167,500</td>
<td>$-</td>
<td>$1,167,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,613,200</td>
<td>$-</td>
<td>$1,613,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fee Supported Programs</strong></td>
<td>$5,440,200</td>
<td>$359,979</td>
<td>6.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## FY 2023-24 Appropriations vs. YTD September 30, 2023 Expenditures

**October 25, 2023 School Board Meeting**

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Under (Over) Appropriations</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Service Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insurance Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$1,122,100</td>
<td>$930,991</td>
<td>$191,109</td>
<td>83.0%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$22,000</td>
<td>$-</td>
<td>$22,000</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$581,600</td>
<td>$-</td>
<td>$581,600</td>
<td></td>
</tr>
<tr>
<td><strong>Total Insurance Fund</strong></td>
<td>$1,725,700</td>
<td>$930,991</td>
<td>$794,709</td>
<td>53.9%</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATIONS</strong></td>
<td>$170,647,800</td>
<td>$18,324,135</td>
<td>$152,323,665</td>
<td>10.7%</td>
</tr>
<tr>
<td>Plus: Unappropriated Balance *</td>
<td>$88,700</td>
<td>$-</td>
<td>$88,700</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS</strong></td>
<td>$170,736,500</td>
<td>$18,324,135</td>
<td>$152,412,365</td>
<td>10.7%</td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS LESS CONTINGENCY AND UNAPPROPRIATED BALANCE</strong></td>
<td>$153,102,800</td>
<td>$18,324,135</td>
<td>$134,778,665</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

* Unappropriated ending fund balance is a reserve from which no expenditures can be made except in an emergency situation created by civil disturbance or natural disaster.

### UNAPPROPRIATED BALANCE

- Hoy Fultz Scholarship: $20,000
- Dr Jones Scholarship: $25,000
- Peltier - Special Education: $12,100
- Rickets - Terrebonne: $31,600

**TOTAL UNAPPROPRIATED BALANCE:** $88,700
## Summary of Investment Holdings

**September 30, 2023**

<table>
<thead>
<tr>
<th>Shares/Par Value</th>
<th>Cusip</th>
<th>Yield</th>
<th>Asset Description</th>
<th>Maturity</th>
<th>Amortized Cost</th>
<th>Unit Value</th>
<th>Fair Value</th>
<th>Unrealized Gain/Loss (1)</th>
<th>Interest Paid</th>
<th>Accrued Interest</th>
<th>% Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S. Treasury Bills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,300,000.00</td>
<td>912797FK8</td>
<td>5.190%</td>
<td>U.S. Treasury Bills</td>
<td>11/16/2023</td>
<td>$1,284,336</td>
<td>0.9934</td>
<td>$1,291,396</td>
<td>$7,060</td>
<td>$-</td>
<td>$-</td>
<td>8.56%</td>
</tr>
<tr>
<td>2,530,000.00</td>
<td>912797HW0</td>
<td>5.180%</td>
<td>U.S. Treasury Bills</td>
<td>12/26/2023</td>
<td>$2,498,532</td>
<td>0.9875</td>
<td>$2,498,317</td>
<td>$(215)</td>
<td>$-</td>
<td>$-</td>
<td>16.56%</td>
</tr>
<tr>
<td><strong>3,830,000.00</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$3,782,868</strong></td>
<td></td>
<td><strong>$3,789,713</strong></td>
<td><strong>$6,845</strong></td>
<td>$-</td>
<td>$-</td>
<td><strong>25.12%</strong></td>
</tr>
<tr>
<td><strong>Total U.S. Government Agency Securities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Realized Gain on Matured Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$322,104</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3,830,000.00</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$3,782,868</strong></td>
<td><strong>$3,789,713</strong></td>
<td><strong>$6,845</strong></td>
</tr>
<tr>
<td><strong>OR Local Government Investment Pool</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>0.45% - 4.80%</strong></td>
<td><strong>LGIP - 2021 GO Bonds Investment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$8,569,072</td>
<td>$8,569,072</td>
<td>$319,072</td>
</tr>
<tr>
<td><strong>Working Capital - Pooled Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>0.25% - 4.80%</strong></td>
<td><strong>Pooled - LGIP and First Interstate Bank</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,725,513</td>
<td>$2,725,513</td>
<td>$111,186</td>
</tr>
<tr>
<td><strong>Total Series 2021 GO Bond Proceeds Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$15,077,453</strong></td>
<td><strong>$15,084,298</strong></td>
<td><strong>$6,845</strong></td>
</tr>
<tr>
<td><strong>Total Series 2021 GO Bond Proceeds Investment Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$759,207</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) The District intends to hold each investment until the Maturity date. However, governmental accounting standards require investments to be reported at the fair value.

(2) As of 6/30/2023 - Interest allocations for pooled funds are performed during fiscal year end procedures.
Board Members in Attendance: Chair Michael Summers, Vice Chair Liz Goodrich, Directors Eric Lea, Amanda Page and Keri Lopez

Michael Summers called the meeting to order at 5:30am and a quorum was established.

EXECUTIVE SESSION
Per ORS 192.660(2)(h) - To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.

RESUMED BOARD MEETING

HMK End of Month Report - Chad Franke
EGMS/Tom McCall and Vern Patrick
- Ribbon cuttings for both additions, getting ready to close those projects out and grant substantial completion

Security Update
- Running cable for cameras, some access control issues
- Issues with some older door hardware
- Due to procurement issues, some vestibules will take a bit longer

Hugh Hartman - HVAC
- In GMP negotiations with Kelcon, then will start procurement

Redmond High School - HVAC
- Rebid schedule in motion
- Looking more closely at the best fix for the pipes

Seismic Projects
- Reviewing and scoring CM/GC responses and the architect
- The construction cost have doubled but the grant amount has remained the same

Also working on some planning for a future bond. Franke gave high praise to the maintenance staff, they are exceptional and have been great to work with.

Litigations
Vice Chair Goodrich moved to accept the Altria settlement and delegate Superintendent Cline to sign the settlement offer and release agreement and on behalf of the Board. Seconded by Director Lopez. Motion carried, 5-0.

Director Lea moved that the Board pursue a complaint against social media companies outlined in the proposed engagement agreement with Keller Rohrback L.L.P. and delegate authority to Superintendent Cline to execute the engagement agreement on behalf of the Board. Seconded by Director Page. Motion carried, 5-0.
Carver Model of Board Governance - Ends/Results
Administration drafted core values for the Ends/Results. The Board agreed they would like to have an exercise run by district staff to develop their own core values at the next work session. They would like to try to leave the rest of the document as is, unless there is a new core value that is not addressed in the rest of the document. The Board will delay working on the first two Executive Limitations until the following work session.

Health Education Standards
Linda Seeberg and David Burke reviewed ODE’s process of updating standards and where our District is in the process of health curriculum adoptions. The Board discussed feeling blindsided with the Oregon Department of Education’s 2023 K-12 DRAFT Health Education Standards put out by ODE. By the time they learned about them, the public comment period was already over. The Board agreed to have a ParentSquare message sent out to families to notify them of the draft standards, as well as the Current Health Education Standards, and links to both.

Consent Agenda
Director Lea presented a corrected version of Policy JBB - Educational Equity, the version in the Consent Agenda was not presented as the Board agreed.

Director Lea moved that the Board approve the correct version of JBB as presented. Director Lopez seconded the motion. Motion carried, 3-0. Director Page and Vice Chair Goodrich voted no.

Director Lea moved to approve the consent agenda as amended. Director Lopez seconded the motion. Motion carried, 5-0.

Board Updates
Director Page
- Wearing orange tonight in observance of Sept 30th’s Orange Shirt Day in memory of Indian boarding school survivors and victims. We have students in our District that are descendents of boarding school survivors and would like to acknowledge and honor them.
- Attended the two great ribbon cutting ceremonies, well attended and beautiful

Director Lopez
- Lynch is one of her adopted schools, a very vibrant and active school, was introduced at a staff meeting and explained her role as a board member
- Has visited RHS a couple of times, attended a few fun assemblies, one honoring Dan Kernion - Teacher of the Year, visit the CTE wing if you haven’t already
- Bond Oversight Committee met and is starting to wind down, looking for more participation
- Joined Leadership Redmond, one Thursday a month, first session was about the history of Redmond, water, parks, etc
- Thank you to facilities dept and Michele Hyde, a lot of things happen in our schools after hours, such as Honor Flight of Central Oregon

Chair Summers
- Visited RVHS last Friday, the new principal for RVHS shows great leadership, professionalism, and constant improvement
- Ribbon cuttings for the new additions were great
- Attended Parent Night at RHS

Vice Chair Goodrich
- Visited Mr. Grant at OMS, fantastic time, great sense of community
- Sad to have missed the ribbon cuttings, especially having been a part of getting that bond being passed and seeing it manifesting
- Recognizing next week is banned books week, initiative led by the National Library Association. In 2003 there were 305 book challenges, in 2022. 60% of the challenges in 2003 were made by 11 people, including categories of books around LGBTQ, etc. Threats to our first amendment rights, freedom of information,
freedom of thoughts. Let Freedom Read! There will be a gathering on October 8th, encouraging and celebrating the right to read.

Director Lea
- Finance Committee met this last Friday, good folks making good decisions. COVID funds are being used well, we have significant reserves, wise management.
- Also attended the ribbon cuttings
- Met with Principal Nicklous at EGMS and we share an interest in social media and reducing screen time, bullying, etc.

Superintendent Cline
- Start of the school year going well, teamwork spirit felt district wide
- Enrollment around the region has lost students, we have lost 11 as of today, 80 students lower than projected. Our reserves will help compensate with the lower enrollment.
- The ropes course in Tumalo is being renovated and staff is being trained
- Pushing out messages encouraging attendance
- Beginning bond planning for 2024 with HMK
- Training for staff last night regarding AI in the classroom
- Cell phone pole was installed on RHS campus and another one being installed by EGMS/McCall, we do not have control over this utility installations, trying to work with the City to see if we can adjust the installation locations

Director Lopez moved to adjourn the meeting at 8:20 pm. Director Lea seconded the motion. Motion carried, 5-0.

_____________________________
Michael Summers, Chair

________________________________
Gina Blanchette, Executive Assistant
Board Members in Attendance: Chair Michael Summers, Vice Chair Liz Goodrich, Directors Eric Lea, Amanda Page and Keri Lopez

Michael Summers called the work session to order at 5:30am.

Core Values
Stacy Stockseth and Stephanie Wilcox led the Board through an exercise to establish core values for the Ends/Results of the Carver model of board governance. Stephanie and Stacy will bring back a draft of core values extracted from the work done tonight.

Superintendent Goal Report
This is the first of the monthly Superintendent goal reports. This month’s focus is on Goal #3 - Engaged Community. PIO Holly Brown presented Parent Square, our new communication platform. Holly conducted a survey through Parent Square, to gather information about District communication satisfaction. To date, the District has received 290 responses to the survey and the overall satisfaction with communications is an average of 4.42 (out of 5.0). The District will continue to roll out Parent Square completely to include non staff members and continue to improve communications.

Work session adjourned at 7:05 pm.

_____________________________
Michael Summers, Chair

_____________________________
Gina Blanchette, Executive Assistant
## Licensed Personnel - Consent Agenda

October 25, 2023

### NEW HIRES:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex Ludwig</td>
<td>1.00</td>
<td>TOSA: Re Engagement Coach</td>
<td>Ridgeview High School</td>
<td>9/27/2023</td>
</tr>
<tr>
<td>Laura Humrichouse</td>
<td>1.00</td>
<td>Teacher: Special Education-ERC</td>
<td>Hugh Hartman Elementary School</td>
<td>10/25/2023</td>
</tr>
<tr>
<td>Jeanie Kalotay</td>
<td>1.00</td>
<td>Teacher: Special Education-ERC</td>
<td>Tumalo Community School</td>
<td>10/20/2023</td>
</tr>
<tr>
<td>Juanita Snyder</td>
<td>1.00</td>
<td>Teacher: Special Education- ILS</td>
<td>Hugh Hartman Elementary School</td>
<td>11/10/2023</td>
</tr>
</tbody>
</table>

### RESIGNATIONS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
<th>Employment Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanie Kalotay</td>
<td>1.00</td>
<td>Teacher: Special Education-ERC</td>
<td>Tumalo Community School</td>
<td>10/20/2023</td>
<td>6 years</td>
</tr>
<tr>
<td>Juanita Snyder</td>
<td>1.00</td>
<td>Teacher: Special Education- ILS</td>
<td>Hugh Hartman Elementary School</td>
<td>11/10/2023</td>
<td>1 year</td>
</tr>
</tbody>
</table>

HR Director Signature & Date:

[Signature]

10/18/2023
### NEW HIRES:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Smith</td>
<td>0.94</td>
<td>Instructional Assistant III: Special Education - Temporary</td>
<td>Tom McCall Elementary School</td>
<td>10/9/2023</td>
</tr>
<tr>
<td>Corey Boleyn</td>
<td>1.00</td>
<td>Custodian I</td>
<td>Facilities Department</td>
<td>10/9/2023</td>
</tr>
<tr>
<td>Candace Bemrose</td>
<td>0.63</td>
<td>Instructional Assistant II: Academic Support - Title</td>
<td>MA Lynch Elementary School</td>
<td>10/11/2023</td>
</tr>
<tr>
<td>Albert Pallozi</td>
<td>0.75</td>
<td>Bus Driver</td>
<td>Transportation Department</td>
<td>10/13/2023</td>
</tr>
<tr>
<td>Shawn Anderson</td>
<td>0.72</td>
<td>Instructional Assistant III: Special Education</td>
<td>Redmond Proficiency Academy</td>
<td>10/17/2023</td>
</tr>
<tr>
<td>Jaime Getman</td>
<td>0.94</td>
<td>Instructional Assistant III: Student Success/BRYT</td>
<td>Tom McCall Elementary School</td>
<td>10/18/2023</td>
</tr>
<tr>
<td>Mitchel Bennett</td>
<td>0.88</td>
<td>Instructional Assistant III: Special Education</td>
<td>Sage Elementary School</td>
<td>10/19/2023</td>
</tr>
<tr>
<td>Sarah Tadlock</td>
<td>0.88</td>
<td>Instructional Assistant III: Special Education - Temporary</td>
<td>Sage Elementary School</td>
<td>10/23/2023</td>
</tr>
</tbody>
</table>

### CHANGE OF STATUS:

| Name            | FTE | New Position                  | Prior Position                                      | Date       | Location                        |
|-----------------|-----|-------------------------------|-----------------------------------------------------|------------|
| Kori Ritchie    | 0.88| CNA                           | Instructional Assistant III: Special Education (.94) | 9/11/2023  | Sage Elementary School         |
| Shannon Johnson | 0.72| Instructional Assistant II: Academic Support | Instructional Assistant II: Academic Support (.56) | 9/19/2023  | MA Lynch Elementary School     |
| Cathy Turner    | 0.72| Instructional Assistant II: Academic Support - Title | Instructional Assistant II: Academic Support - Title (.50) | 10/2/2023  | Hugh Hartman Elementary School |
| Jeannette Johnson| 0.72| Instructional Assistant II: Academic Support | Instructional Assistant II: Academic Support (.50) | 10/2/2023  | Hugh Hartman Elementary School |
| Suriana Iverson | 0.94| Instructional Assistant III: Special Education | Instructional Assistant III: Special Education (.88) | 10/2/2023  | Sage Elementary School         |
| Jalila Rodriguez Sotelo | 1.00 | Community Liaison         | Community Liaison (.72)                           | 10/16/2023 | Hugh Hartman Elementary School |
| Jalila Rodriguez-Sotelo | 1.00 | Community Liaison         | Community Liaison (.72)                           | 10/16/2023 | Hugh Hartman Elementary School |
| Nicole Westcott | 0.75| Substitute: Nutrition Services | Nutrition Services II (.75)                      | 10/20/2023 | Nutrition Department            |
| Heather Poston  | 0.50| Instructional Assistant II: Academic Support - Title | Instructional Assistant II: Academic Support (.69) | 10/25/2023 | Vern Patrick Elementary School |

### RESIGNATIONS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
<th>Employment Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberlee Calabrese</td>
<td>0.70</td>
<td>Instructional Assistant II: Title I Pre-K</td>
<td>Hugh Hartman Elementary School</td>
<td>10/5/2023</td>
<td>2 years</td>
</tr>
<tr>
<td>Leah Felt</td>
<td>1.00</td>
<td>Campus Safety &amp; Security Monitor</td>
<td>Redmond High School</td>
<td>10/6/2023</td>
<td>less than 1 year</td>
</tr>
<tr>
<td>Kristina Abell</td>
<td>1.00</td>
<td>Dispatcher</td>
<td>Transportation Department</td>
<td>10/17/2023</td>
<td>less than 1 year</td>
</tr>
</tbody>
</table>

### RETIREMENTS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marchelle Carey</td>
<td>1.00</td>
<td>Administrative Assistant II</td>
<td>Tumalo Community School</td>
<td>1/1/2024</td>
</tr>
</tbody>
</table>

HR Director Signature & Date:

[Signature]

Page 98 of 105
The Board may accept, by vote passed at a public meeting, any gift or grant of land with or without improvement, or of money or other personal property, except that the superintendent may accept on behalf of the Board any such gift less than five hundred dollars ($500) in value.

The Board reserves the right to refuse to accept any gift which does not contribute toward the achievement of the goals of the district or the ownership of which would tend to deplete the resources of the district.

<table>
<thead>
<tr>
<th>School</th>
<th>Obsidian Middle School</th>
<th>Date:</th>
<th>10/3/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description)</td>
<td>$7,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donors(s)—include sufficient information for the Board to respond, especially company and/or individual name and address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Rotary Club of Redmond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Redmond, OR 97756</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximate Value</td>
<td>$7,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any):</td>
<td>Volleyball apparatus (new poles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Conditions (if any):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gift to the District

The Board may accept, by vote passed at a public meeting, any gift or grant of land with or without improvement, or of money or other personal property, except that the superintendent of schools may accept on behalf of the Board any such gift less than five hundred dollars ($500.00) in value. Redmond School District does not determine the value of a gift. The amount indicated on this form is the value the donor has placed on the donation. Board acceptance of gifts of motor vehicles also authorizes District disposal of those motor vehicles by resale or by demolition and sale as parts.

The Board reserves the right to refuse to accept any gift which does not contribute toward the achievement of the goals of the District or the ownership of which would tend to deplete the resources of the District.

Date of Donation: 10/18/2023

School: Redmond High School

Description of Gift: Check

Designated Use (if any): Leadership- "One Class At A Time" Award

Special Conditions (if any): NONE

Approximate Value: $1000.00

Donor Name and Address:

Mid-Oregon Credit Union
PO Box 6749
Bend, OR 97708-6749
541-382-1795

ATT: Donations Department
Gift to the District

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Date of Donation: 10/11/2023

School: Redmond High School

Description of Gift: Check/Cash

Designated Use (if any): FFA

Special Conditions (if any): None

Approximate Value: $ 2580.00

Donor Name and Address:

Central Oregon Ranch Supply, Inc.
PO Box 103
Redmond, OR 97756
(541) 548-5195

ATT: Ann M. Malott
Gift to the District

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Date of Donation: 09/26/2023

School: Redmond High School

Description of Gift: Check

Designated Use (if any): Manufacturing Tech

Special Conditions (if any): Donation Towards Machinery Wanted

Approximate Value: $500.00

Donor Name and Address:

Poltex, Inc.
217 SW Pumice Ave.
Unit H
Redmond, OR 97756
(541) 636-0802

ATT: A/P-Donations
**Gift to the District**

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<table>
<thead>
<tr>
<th>School: Sage Elementary School</th>
<th>Date: 9/30/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): Funds to purchase Scholastic News for 3rd Grade Classes</td>
<td></td>
</tr>
</tbody>
</table>

Donors(s)—include sufficient information for the Board to respond, especially company and/or individual name and address:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sage Elementary PTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2790 SW Wickiup Ave</td>
</tr>
<tr>
<td>Address</td>
<td>Redmond, Oregon 97756</td>
</tr>
<tr>
<td>Approximate Value</td>
<td>$593.01</td>
</tr>
<tr>
<td>Designated Use (if any):</td>
<td>Scholastic News for students</td>
</tr>
</tbody>
</table>

Special Conditions (if any):
Gift to the District

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<table>
<thead>
<tr>
<th>School: Sage Elementary School</th>
<th>Date: 9/30/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): Headphones for each student</td>
<td></td>
</tr>
</tbody>
</table>

Donors(s)—include sufficient information for the Board to respond, especially company and/or individual name and address:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sage Elementary PTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2790 SW Wickiup Ave</td>
</tr>
<tr>
<td>Address</td>
<td>Redmond, Oregon 97756</td>
</tr>
<tr>
<td>Approximate Value: $1,171.65</td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any): Reimburse school for purchasing headphones for students through ACP Direct</td>
<td></td>
</tr>
</tbody>
</table>

Special Conditions (if any):
The Board may accept, by vote passed at a public meeting, any gift or grant of land with or without improvement, or of money or other personal property, except that the superintendent may accept on behalf of the Board any such gift less than five hundred dollars ($500) in value.

The Board reserves the right to refuse to accept any gift which does not contribute toward the achievement of the goals of the district or the ownership of which would tend to deplete the resources of the district.

<table>
<thead>
<tr>
<th>School: Ridgeview</th>
<th>Date: 10-24-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description):</td>
<td>Cash</td>
</tr>
</tbody>
</table>

Donors(s)—include sufficient information for the Board to respond, especially company and/or individual name and address:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Approximate Value</th>
<th>Designated Use (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith Rock Electric</td>
<td>745 Angus Ln, Terrebonne OR 97760</td>
<td>$1500</td>
<td>RVHS Baseball</td>
</tr>
</tbody>
</table>

Special Conditions (if any):