Board Meeting – 5:30 pm
Wednesday, December 13, 2023
145 SE Salmon Drive, Redmond, OR

Virtual Access is Available:
https://zoom.us/j/98286642212

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/98286642212
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

5:35 pm Student Showcase - Ridgeview High School

5:55 pm Citizen Comment (Sign up 4 hours in advance to comment.)
Chair Summers

6:10 pm 2022-23 Financial Audit Results
Brenda Bartlett, CPA

6:30 pm 2022-23 Annual Comprehensive Financial Report
Kathy Steinert

6:40 pm Resolution 23:185 - A Resolution to Authorize an Interfund Capital Loan
from the General Fund to the Asset Replacement Fund
Kathy Steinert

6:55 pm Early Literacy Grant
Public Comment (Sign up 4 hours in advance to comment.)
Chris Morton
Stephanie Wilcox

7:20 pm OSBA Elections - Resolution #2
Proposed Revisions to the OSBA Bylaws
Chair Summers

7:35 pm Superintendent Goal Report #1 - Ready Graduates
Charan Cline & Linda Seeberg
- District & School Scorecards
- Updated Scorecard Data (fall)

8:10 pm Consent Agenda
Charan Cline
- Financial Reports
- Board Meeting Minutes
- Personnel Reports
- Gifts to the District
- Trip Requests

8:20 pm Superintendent & Board Updates

8:30 pm Adjourn
To the Board of Directors of
Redmond School District

We have audited the financial statements of Redmond School District (District) as of and for the year ended June 30, 2023 and have issued our report thereon dated December 5, 2023. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit**

As communicated in our engagement letter dated April 10, 2023 our responsibility, as described by professional standards, is to form and express opinions about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

**Planned Scope and Timing of the Audit**

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

We obtained an understanding of internal controls to assess the impact on determining the nature, timing and extent of audit procedures, and we have established an overall materiality limit for audit purposes. We conducted formal discussions among engagement team members to consider how and where the financial statements might be susceptible to material misstatement due to fraud or error.

We used this knowledge and understanding, together with other factors, to first assess the risk that errors or fraud may cause a material misstatement at the financial statement level. The assessment of the risks of material misstatement at the financial statement level provided us with parameters within which to design the audit procedures for specific account balances and classes of transactions. Our risk assessment process at the account-balance or class-of-transactions level consisted of:

- An assessment of inherent risk (the susceptibility of an assertion relating to an account balance or class of transactions to a material misstatement, assuming there are no related controls); and
An evaluation of the design effectiveness of internal control over financial reporting and our assessment of control risk (the risk that a material misstatement could occur in an assertion and not be prevented or detected on a timely basis by the company's internal control).

We then determined the nature, timing and extent of tests of controls and substantive procedures necessary given the risks identified and the controls as we understand them.

In planning the audit, the materiality limit is viewed as the maximum aggregate misstatements, which if detected and not corrected, would cause us to modify our opinion on the financial statements. The materiality limit is an allowance not only for misstatements that will be detected and not corrected but also for misstatements that may not be detected by the audit. Our assessment of materiality throughout the audit was based on both quantitative and qualitative considerations. Because of the interaction of quantitative and qualitative considerations, misstatements of a relatively small amount could have a material effect on the current financial statements as well as financial statements of future periods.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence. Our independence policies and procedures are designed to provide reasonable assurance that our firm and its personnel comply with applicable professional independence standards. Our policies address financial interests, business and family relationships, and non-audit services that may be thought to bear on independence. For example, without our permission no partner or professional employee of Sensiba LLP is permitted to own any direct financial interest or a material indirect financial interest in a client or any affiliates of a client. Also, if an immediate family member or close relative of a partner or professional employee is employed by a client in a key position, the incident must be reported and resolved in accordance with Firm policy. In addition, our policies restrict certain non-audit services that may be provided by Sensiba LLP and requires audit clients to accept certain responsibilities in connection with the provision of permitted non-attest services.

Significant Risks Identified

Under auditing standards, a significant risk is defined as an identified and assessed risk of material misstatement that, in the auditors’ professional judgment, requires special audit consideration. As part of the risk assessment process, we are required to determine whether any risks identified are significant risks. In exercising this judgment, we exclude the effects of identified controls related to the risk, and consider the following area: risk of fraud; whether the risk is related to recent significant economic, accounting, or other developments and, therefore, requires specific attention; the complexity of transactions; whether the risk involves significant transactions with related parties; the degree of subjectivity in the measurement of financial information related to the risk, especially those measurements involving a wide range of measurement uncertainty; and whether the risk involves significant unusual transactions

We have identified the following significant risks:

- Implementation and analysis of GASB 96- Subscription-based technology arrangements
- Federal and state grant compliance and its impact on revenue recognition and related receivables and unearned revenue
- Student activity funds
Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District are included in Note 1 to the financial statements. As described in Notes 1, 6, and 15 to the financial statements, during the year, the District implemented Governmental Accounting Standards Board Statement No. 96 – subscription based technology arrangements. There have been no other changes in significant accounting policies or their application during the year. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management’s current judgments.

The most sensitive accounting estimates affecting the financial statements are:

- The proportionate share of the net pension obligation unfunded actuarial liability related to the District’s participation in the Oregon PERS system, including estimated deferred inflows and outflows expected to be included in pension expense in future periods.
- The estimated actuarial liability related to the District’s other post-employment benefits related to the implicit health insurance rate subsidy.
- Unrealized gains and losses on investment securities.
- Net present value of information technology contracts and leases

Management’s estimate of the pension obligation is based on an actuarial valuation provided by Oregon PERS and audited by independent auditors engaged by Oregon PERS. Management’s estimate of the implicit health insurance subsidy liability is based on an actuarial valuation by an actuarial firm engaged by the District. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units. The fair value of the investment securities is obtained from information provided by Zions Bank.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District’s financial statements relate to the Oregon PERS unfunded pension liability, as described above, and the Subscription based technology standard implementation, which resulted in presentation of a new category of capital assets and an increase in total long-term obligations on the statement of net position.
Significant Unusual Transactions

For purposes of this communication, professional standards require us to communicate to you significant unusual transactions identified during our audit. We are pleased to report we identified no significant, unusual transactions during our audit.

Identified or Suspected Fraud and Significant Difficulties Encountered during the Audit

We have not found any fraud involving senior management or other fraud that causes a material misstatement of the financial statements, no illegal acts came to our attention and there were no disagreements with management or other serious difficulties encountered in performing the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards also require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. There were no material misstatements that we identified as a result of our audit procedures that were brought to the attention of, and corrected by, management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Redmond School District’s financial statements or the auditor’s report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor’s Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor’s report. No such circumstances were identified.

Representations Requested from Management

We have requested certain written representations from management, which are included in the attached letter dated December 5, 2023.
Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District’s auditors.

Other Information Included in Annual Reports

Pursuant to professional standards, our responsibility as auditors for other information, whether financial or nonfinancial, included in the District’s annual reports, does not extend beyond the information identified in the audit report, and we are not required to perform any procedures to corroborate such other information. However, in accordance with such standards, we have:

- Inquired of management about the methods of preparing the information,
- Compared the information for consistency with management’s responses to our inquiry, the basic financial statements, and other knowledge obtained during the audit, and
- Obtained the required written representations from management with regard to the required supplementary information.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the financial statements.

This report is intended solely for the information and use of the Board of Directors and management of Redmond School District and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully,

[Signature]

Bend, Oregon
December 5, 2023
The District’s Annual Comprehensive Financial Report (ACFR) for the 2022-23 fiscal year, which contains our audited financial statements, was completed on December 5, 2023. I am pleased to report that the District has received an unmodified opinion on our financial statements from our auditors, Sensiba LLP. This means that we have received a “clean” opinion with no reservations – the highest level of opinion. This is the outcome that we expected. The purpose of this memo is to highlight information contained in our financial report.

Background

Oregon Revised Statute (ORS) 328.465 requires that each Oregon school district board “shall cause to have prepared an annual audit of the books and accounts of the school district”. ORS 327.137 requires that the school district file a copy of its annual report with the Department of Education within six months of the end of the fiscal year. As outlined in the Communication to the Governing Body, also known as the “SAS 114 Letter”, named after the Statement on Auditing Standards that provides guidance on the communication, Sensiba LLP conducted an audit using sampling, inquiries and analytical work to opine on the fair presentation of the District’s financial statements and compliance with:

- U.S. Generally Accepted Accounting Principles (GAAP) and auditing standards;
- Oregon Municipal Audit Law and the related administrative rules;
- Federal, state and other agency rules and regulations related to expenditures of federal awards.

The financial statement and compliance audits include a review of the District’s internal controls; however, the auditors do not render a separate opinion on internal controls. Internal controls are systematic measures implemented to: safeguard assets and resources; deter and detect errors, fraud and theft; ensure accuracy and completeness of accounting data; and produce reliable and timely financial and management information.

Financial Statements

The Government-wide financial statements, the Statement of Net Position (p. 20) and the Statement of Activities (p. 21), are included in the ACFR to provide readers with a broad overview of the District’s finances in a manner similar to a private sector business. The District’s net position may serve over time as a useful indicator of its financial position. At the close of 2022-23, the District’s liabilities and deferred inflows of resources exceeded its assets and deferred outflows of
resources by $15.7 million (net position). As of June 30, 2023, the District is able to report positive balances in all categories of net position, except for unrestricted net position of negative $92.3 million. The total net position for the fiscal year ended June 30, 2023 increased by $14.7 million.

A large portion of the District’s net position, $67.8 million, reflects its investment in capital assets (e.g. land, buildings and equipment), less any related outstanding debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the District’s investments in its capital assets are reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources (generally property taxes), since the capital assets themselves cannot be used to liquidate these liabilities.

The District’s restricted net position, $8.8 million, represents resources that are subject to external restrictions on how they may be used. The amounts included as restricted net position include the June 30, 2023 fund balances of the following funds: Debt Service, Special Programs (Scholarship Funds, Family Access Network, E-Rate, Oregon Senate Bill 1149, Employee Sick Leave Banks and Nutrition Services) and Student Activities.

The District’s unrestricted net position is negative $92.3 million. This deficit in unrestricted net position results primarily from the 2014-15 implementation of Governmental Accounting Standards Board (GASB) Statement 68, Accounting and Financial Reporting for Pensions (GASB 68) which, in summary, changed how governments measure their pension liability and report it on their financial statements. GASB 68 requires that the Statement of Net Position include: (1) amounts representing the District’s share of the Oregon Public Employees Retirement System (PERS) unfunded liability (or asset) which is the difference between PERS’ system-wide assets and actuarially determined liabilities, and (2) the District’s share of system-wide deferred inflows and outflows.

Additionally, the unrestricted net position also includes $29.1 million in “accretion” on the District’s 2004 and 2008 Series B deferred interest general obligation (GO) bonds. Deferred interest bonds do not make periodic interest payments but only pay interest upon maturity. Accretion is the accumulation of interest until the deferred interest bond reaches par value at maturity. Unlike other debt used to acquire capital assets, outstanding accretion cannot be shown as a reduction to the net investment in capital assets. Since only the discounted debt proceeds were originally used for capital asset acquisition, the accretion should reduce unrestricted net position and not the investment in capital assets.

**New Accounting Standards Implemented**

The District implemented Governmental Accounting Standards Board (GASB) Statement No. 96, Subscription-Based Information Technology Arrangements (SBITAs) in fiscal year 2022-23. The objective of this Statement is to better meet the information needs of financial statement users by (1) establishing uniform accounting and financial reporting requirements for SBITAs; (2) improving the comparability of financial statements among governments that have entered into SBITAs; and (3) enhancing the understandability, reliability, relevance and consistency of information about SBITAs. Please see the Notes to Basic Financial Statements, Note 7 on pages 44 and 45 for further information.

In addition, the District implemented GASB Statement No. 99, Omnibus 2022 in fiscal year 2022-23. The objectives of this Statement are to enhance comparability in accounting and financial reporting
and to improve the consistency of authoritative literature. Specifically, this Statement clarified provisions in GASB Statement No. 87, Leases, which the District implemented in fiscal year 2021-22, and GASB Statement No. 96, SBITAs. The District has incorporated the guidance in this Statement in our financial reporting for fiscal year 2022-23.

Audit Findings

Sensiba LLP did not identify any material weaknesses in internal controls during their audit of the 2022-23 financial statements. However, the auditor did identify one significant deficiency in internal control in the course of testing compliance requirements for one of the three major federal programs audited, the Child Nutrition Cluster. A significant deficiency is a deficiency in internal control that is less severe than a material weakness, yet important enough to merit attention by the School Board. The identified significant deficiency is reported under “Section III – Federal Award Findings and Questioned Costs” on the Schedule of Findings and Questioned Costs (pp. 148-150) which accompanies the Independent Auditors’ Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance (pp. 145-147). The District is required to prepare and implement a Corrective Action Plan (pp. 149-150) for each finding reported in the Schedule of Findings and Questioned Costs.

Other ACFR Highlights

- **Transmittal Letter** (pp. i-ix) – The transmittal letter is addressed to the Board and citizens of Redmond School District and contains a profile of the District and information that is useful in accessing the District’s economic condition and outlook.
- **Management’s Discussion and Analysis** (pp. 5-19) – Management’s Discussion and Analysis (MD&A) provides an objective and easily readable analysis of the District’s financial activities. The MD&A includes: a discussion of the basic financial statements; condensed comparative data; an analysis of overall financial position and results of operations; an analysis of the balances and transactions of individual funds; an analysis of budgetary variations; a description of capital assets and long-term debt activity; and a discussion of conditions of future significance.
- **Governmental Fund Financial Statements** (pp. 22-28) – These financial statements include (1) a balance sheet and (2) a statement of revenues, expenditures and changes in fund balances for major funds in each fund category – governmental and proprietary.
- **Notes to Financial Statements** (pp. 29-64) – The notes include a summary of significant accounting policies including a description of the government-wide financial statements and the fund financial statements. They also include additional detail or explanations concerning amounts displayed in the financial statements.
- **Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual** (pp. 70-79) – These schedules present a budgetary comparison and demonstrate compliance at the legal level of budgetary control.
- **Statistical Section** (pp. 89-130) – The statistical section offers operational, economic and historical data that provide a context for assessing the District’s economic condition.
School Board Responsibilities

The School Board is ultimately responsible for the financial statements issued by the District. Therefore, the Board must ensure that District management fulfills its obligations in regard to internal controls and financial reporting. We have established a Superintendent's Finance Committee to serve in an advisory capacity to District management. Board Directors Liz Goodrich and Eric Lea and former Board Director and Chair Rick Bailey are members of the Superintendent’s Finance Committee. The Committee has reviewed the ACFR, the audit report and the SAS 114 Letter on Friday, December 8, 2023.

Brenda Bartlett, Partner with the audit firm, Sensiba LLP, will present the District's 2022-23 audit report to the School Board at the December 13, 2023 meeting. At that time, the auditor and District staff will be able to address any questions or concerns of the Board.
REDMOND SCHOOL DISTRICT BOARD OF DIRECTORS

Action Item: Resolution 23:185 – A Resolution to Authorize an Interfund Capital Loan in the Amount of $1,400,000 from the General Fund to the Asset Replacement Fund

Presenter: Kathy Steinert  Date: December 13, 2023

Introduction to Action Item:

The District proposes to lend $1,400,000 from the General Fund to the Bus Replacement Fund, a sub-fund of the Asset Replacement Special Revenue Fund, for a period of 5 years in order to purchase eight school buses.

Background Information:

All Oregon school buses with diesel engines that were manufactured prior to January 1, 2007 must be replaced or retrofitted by January 1, 2025 with engines or buses manufactured on or after January 1, 2007. The District has been systematically replacing older buses over multiple years. Bus replacements have been funded by a combination of the State Transportation Equipment Grant, annual interfund transfers from the General Fund and borrowings. Our District receives annually a 70% reimbursement of the annual depreciation expense for the District’s buses (depreciated over a 10 year period). The average State Transportation Equipment Grant received by the District for the past 5 years is $225,500. At current prices for a conventional diesel 77 passenger school bus, the average State Transportation Equipment Grant reimbursement will fund the purchase of about 1.3 buses.

In December 2020, the District issued a 5-year $3.1 million tax-exempt promissory note, a Full Faith and Credit Obligation (FFCO), to U.S. Bank. A portion of the proceeds, $1.2 million, was used to purchase 8 buses and to pay the fees associated with issuance of the FFCO. A tax-exempt note can carry a lower interest rate; however, issuance requires the support of an underwriter, financial advisor and bond counsel. The fees associated with issuance can add significantly to the cost of borrowing.

When preparing the 2023-24 budget for the Bus Replacement Fund, the District planned to replace the 8 remaining pre-2007 engine diesel buses and to borrow funds to do so. This fall, as we considered whether or not to borrow funds through a tax-exempt FFCO issuance or a taxable bank loan, District staff considered that the Bus Replacement Fund could borrow from the General Fund reserves. The General Fund is required to maintain a reserve of at least 6.5% of annual revenues. The 2022-23 General Fund ending fund balance was $12.8 million – 15.2% of 2022-23 revenues, or an excess reserve of approximately $7.3 million. We propose that that Bus Replacement Fund repay the General Fund over 5-years at an interest rate of 5.0%. This is the rate of return that the General Fund cash reserves are currently earning while invested in the Oregon State Treasury’s Local Government Investment Pool (LGIP). By borrowing on an interfund basis, the District will not incur costly loan issuance fees. And, the interest on the interfund loan, which will be paid by the Bus Replacement Fund to the General Fund, is 70% reimbursable by the State Transportation Grant.

Oregon local budgeting law, specifically ORS 294.468, allows a local government to loan money from one fund to another, provided the loan is authorized by an official resolution or ordinance. The resolution or ordinance must state the fund from which the loan is made, the fund to which the loan is made, the purpose of the loan, and the principal amount of the loan. If the loan is a
capital interfund loan – made for the purpose of financing the acquisition of capital assets – it must be repaid to the fund from which it is borrowed over a term not to exceed 10 years.

**Administration Recommendation:**

Administration recommends that the Board authorize an interfund capital loan from the General Fund to the Bus Replacement Fund, a sub-fund of the Asset Replacement Special Revenue Fund, as described above and in Resolution 23:185 attached.

**Recommended Motions:**

I move that the Board of Directors of the Redmond School District adopt Resolution 23:185 authorizing an interfund capital loan from the General Fund to the Bus Replacement Fund, a sub-fund of the Asset Replacement Fund, in the amount of $1,400,000 for 5-years at an annual interest rate of 5.0%, in order to provide the necessary cash funding for the purchase of 8 school buses in the 2023-24 fiscal year. Furthermore, I move that the Board of Directors of the Redmond School District direct District Staff to repay the interfund loan from the Bus Replacement Fund resources in accordance with the debt service schedule included in the resolution.
REDMOND SCHOOL DISTRICT

A RESOLUTION TO AUTHORIZE AN INTERFUND CAPITAL LOAN IN THE AMOUNT OF $1,400,000 FROM THE GENERAL FUND TO THE ASSET REPLACEMENT FUND

Resolution 23:185

WHEREAS, the Redmond School District is acquiring eight school buses during the 2023-24 fiscal year in order to comply with the ORS 468A.796 requirement that all school buses with diesel engines operated in Oregon must be replaced with buses manufactured on or after January 1, 2007 by January 1, 2025 in order to reduce diesel emissions; and,

WHEREAS, the Bus Replacement Fund, a sub-fund of the Asset Replacement Special Revenue Fund, does not have adequate resources to finance the $1,417,688 cost of the buses; and,

WHEREAS, the General Fund has an adequate fund balance to allow for use of a portion of its reserves for an interfund capital loan to the Bus Replacement Fund in the amount of $1,400,000 for a 5-year period and a 5.0% annual interest rate; and,

WHEREAS, the funds for the repayment of principal and interest on this interfund loan have been appropriated in the Bus Replacement Fund for the 2023-24 fiscal year and will be budgeted on an annual basis in the amounts stated in the debt service schedule shown below; and,

WHEREAS, ORS 294.468 allows for a loan of money from one fund to another, within certain limits and requirements, provided the loan is authorized by an official resolution or ordinance and, if the loan is capital loan, repayment is budgeted and made in full over a term not to exceed 10 years; therefore,

BE IT RESOLVED, that the Board of Directors of the Redmond School District do hereby authorize an interfund capital loan in the amount of $1,400,000 from the General Fund to the Bus Replacement Fund to provide the necessary funding for purchase of capital assets, and that the loan be repaid from Bus Replacement Fund revenues over a period of 5 years and at an annual interest rate of 5.0% as shown in the following debt service schedule:

<table>
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<tr>
<th>Fiscal Year</th>
<th>Payment Date</th>
<th>Annual Payment</th>
</tr>
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<tbody>
<tr>
<td>2023-24</td>
<td>1/2/2024</td>
<td>$130,103, $27,757, $157,860</td>
</tr>
<tr>
<td>2024-25</td>
<td>1/2/2025</td>
<td>$258,086, $57,634, $315,720</td>
</tr>
<tr>
<td>2025-26</td>
<td>1/2/2026</td>
<td>$271,290, $44,430, $315,720</td>
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<tr>
<td>2026-27</td>
<td>1/4/2027</td>
<td>$285,168, $30,552, $315,720</td>
</tr>
<tr>
<td>2027-28</td>
<td>1/3/2028</td>
<td>$299,760, $15,960, $315,720</td>
</tr>
<tr>
<td>2028-29</td>
<td>1/2/2029</td>
<td>$155,593, $2,267, $157,860</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$1,400,000, $178,600, $1,578,600</td>
</tr>
</tbody>
</table>
The above resolution statement was approved and declared adopted on the 13th day of December, 2023.

__________________________________________  ____________________________
Michael Summers, Chair                      Date
Redmond School District Board of Directors
RSD Early Literacy Success School District
Grant Forward

Background Knowledge
“The Early Literacy Success Initiative passed at the end of the 2023 session and went into effect immediately when Governor Kotek signed it on August 2nd, 2023. The timeline for districts to build a plan and apply for funds is very fast. As a result, the first biennium of implementation--and especially the first year--serves as a jumpstart for districts, a “Jumpstart Biennium.”” (Application Guidance: Early Literacy Success School District Grants, Introduction, 2023). The Oregon Department of Education is administering a non-competitive, application-based, annual grant to school districts to support comprehensive early literacy plans (preK-3rd grade). The grant requires the school district to contribute a 25% match of funding to advance literacy from any fund sources. The following cover pages help to paint context for understanding the Redmond School District Early Literacy Success School District Grant (ELSSDG) application contained within this document. The tools and application provided by the state are directly tied to Oregon’s Literacy Framework. (Oregon’s Early Literacy Framework a Strong Foundation for Readers and Writers (K-5), 2021)

The Redmond School District has a comprehensive literacy plan for all K-5 administrators and educators based on research-aligned strategies and the Science of Reading that was developed prior to the passing of the Early Literacy Success Initiative. The ELSSDG application and funds directly align with our RSD path and will allow us to deepen the support and resources we provide our staff to ensure increased literacy achievement for our students. The initial grant fund allocation and priority use for the Redmond School District’s Jumpstart Biennium are as follows. Further details on priorities and spending are included within the grant application.

RSD Total Funding Allocation -
Year 1 - $496,672.34
Year 2 - $516,944.69

RSD Spending Priorities -
Year 1 - The priority focus for the Redmond School District in year 1 of the ELSSDG is the professional development of our elementary educators/leaders and the targeted purchase and implementation of research-aligned curriculum focused on foundational literacy skills (phonological awareness and phonics.) Our educators and leaders must develop a strong understanding of both the theory and practice of research-based literacy instruction. The primary purpose of year 1 is to focus “on strengthening professional learning to ensure that leaders and teachers have the tools and skills they need to implement and monitor strategic, effective, and engaging early literacy instruction.” (PUBLIC_Early Literacy Phase 2, 2019.) Additionally, the purchase and implementation of
research-aligned materials that directly support foundational skills development in our special education department is a purposeful and critical step to ensure all K-3 RSD students are receiving high-quality literacy instruction within all departments. 

**Year 2** - The priority focus for year 2 of the grant will be targeting implementation and instructional support of our educators with the addition of three full-time literacy instructional coaches. “[I]nstructional coaching can be more effective than traditional professional development in creating meaningful and lasting change in teacher practices.” (The XQ Team, 2022). In year two, ELSSDG funds will be utilized to fund the instructional coaches as well as training and development of high-quality, researched-based instructional coaching practices through training and professional development of our coaches. Instructional coaches will support our teachers in improving instruction, model research-based practices, increasing reflectiveness of teaching practices, and implementing our newly adopted research-based language arts curriculum. Our instructional coaches will also partner with principals for increasing instructional leadership opportunities and helping to provide meaningful professional development to staff.

**The ELSSDG is composed of three sections:**

1) Program Review Tool (providing reflection and history of the district’s early literacy plan)
2) Application Planning Template (District response to 8 Grant application questions)
3) Literacy Inventory and Budget

Each section includes the Oregon Department of Education grant application components/questions (in bold) and our corresponding Redmond School District response.

To adequately understand the Redmond School District’s application components and proposed spending, it is important to understand the expectations set forth by SB 3190 and the Oregon Department of Education grant specification. The Early Literacy Success School District Grant legislation defines the following:

**Research-aligned literacy strategies**: literacy focused; culturally responsive and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

**Science of reading and writing**: convergence of findings from research on reading and writing processes, development and instruction; and teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices.

**Extended learning programs**: programs that use research-aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors. Extended learning programs may include, but are not limited to: ○ Home-based summer reading activities for students who need additional support and enrichment; and ○ An intensive summer school program for students who need the most additional support and who receive at least 60 hours of direct literacy
instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.

**High-dosage tutoring:** one-on-one tutoring or tutoring in small groups, as determined by rule of the State Board of Education, that: ○ Is provided in addition to daily instruction; ○ Is provided two or more times each week over at least a 10-week period; and ○ Uses a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively.

**Coaching:** Where this law names “coaching” it should be understood as an array of practices that support teachers through regular feedback and practice, formally or informally, to support implementation of research-aligned literacy practices and student learning.

**Professional development** for this grant can be considered similarly to its definition as articulated in the Oregon Department of Education’s Integrated Guidance: learning opportunities that support educators and administrators in instructional strategies for equity-centered, research-aligned, and culturally responsive literacy instruction that considers the context of each district, may elevate critical topics in system change strategies for early literacy, and support educators in leveraging high-quality, research-aligned instructional materials and curriculum to serve all students.

References:

**Application Guidance: Early Literacy Success School District Grants.** (n.d.).

**Oregon’s Early Literacy Framework A Strong Foundation for Readers and Writers (K-5).** (2021).

**PUBLIC_Early Literacy Phase 2.** (2019). PUBLIC_Early Literacy Phase 2. Google Docs.
https://docs.google.com/document/d/1BcF6Empp8of9RyhWagm9DGOfW-QFu-qkd869RPZA-2A/edit

**The XQ Team.** (2022, November 30). How Instructional Coaching Helps Teachers Reach Their Potential. Medium; Medium.
Step 1: Program Review Tool

This resource connects the content of Oregon’s Early Literacy Framework to the required review of the applicant’s early literacy program.

1. Student Belonging

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students’ “academic prowess” at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the “risk, fail, try again” stamina that supports literacy achievement.

RSD Response:

RSD is working to implement research-based practices through explicit learning routines within Tier 1 core instruction designed to help ensure that all students can access and participate in high-quality core instruction in all k–5 classrooms. The district is redesigning its approach to Tier II classroom-based instruction focused on providing students with targeted instruction, informed by progress data, that is flexible in regard to frequency, duration, and intensity.

We have developed a plan for building a shared vision and understanding regarding literacy instruction. This plan is differentiated to support the specific needs of our district team, principals, and classroom teachers, in order to help ensure all students receive strong literacy support rooted in research-based practices/programs.
The RSD adoption team is working to evaluate, pilot, and recommend a curriculum for adoption that meets multiple criteria including one that reflects the diversity of our students.

A certified RSD librarian is working with schools to update collections including culturally responsive and diverse text. We are piloting a research–based social–emotional learning and character development curriculum (Character Strong) this year to be taught in all K–5 classrooms across the school district. RSD has implemented BRYT programs (Bridge for Resilient Youth in Transition) into each of our schools. BRYT provides our schools with the tools, framework, and ongoing consultation to help define, structure and launch school–based intervention that helps students who have missed extensive amounts of learning, due to serious mental health problems or medical illness, catch up academically and integrate successfully into the school community.

2. Family and Community Partnerships

Indicators in a research–aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and Kindergarten Guidelines are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high–quality facilitated play and individualized instruction and support services.
- Elementary schools have well–equipped libraries, staffed by full–time, certified teacher–librarians.
- Educators collaborate with community systems of care (e.g., community–based organizations) to provide opportunities for formal and informal learning.
RSD Response:

RSD honors partnerships with families and recognizes them as key allies in support of student learning. Elementary schools have Title 1A and English Language Development (ELD) teachers who plan and facilitate family engagement events at least three times per year at every building. Classroom teachers communicate and partner with families twice a year during conferences where information on developmental milestones and ways to support and reinforce literacy learning at home, is communicated.

Families and community members are actively engaged to support literacy inside and outside the classroom in a variety of ways: a) SMART Reading Program, b) Rotary Gift of Literacy Program; c) Juntos language- and literacy-based pre-k program including parent education; and d) partnership with Deschutes Public Library. Two of our elementary schools participate in the Fireflies Program (literacy-based) through a Universalist Church.

The RSD partners with a variety of community–based systems that support learning within our school buildings. Both Champions and the Boys and Girls Club provide support outside of school hours, in addition to a one day per week pre-K program offered by Juntos, the High Desert ESD’s Early Childhood Special Education pre-k program, two additional pre-K programs through Title 1A, and one pay-to-play pre-k program at one of our community schools.

A goal of RSD is to continue to develop partnerships with our community and families to increase authentic engagement, communication, understanding and a partnership of learning. We would like to expand “parent/caregiver academy” opportunities that initiate partnerships in the successful development and learning of our students.

3. Oral Language as the Root of Literacy Development

(Framework Section 3, pg 19)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students’ home languages, as well as English.
• Educators learn about the cultural and linguistic backgrounds of children in their care and value each child’s linguistic strengths.
• Indigenous languages are honored.
• Educators use storytelling to bring life to students’ (and their ancestors’) histories, cultures, and traditions.
• Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectical students.

RSD Response:

Oral language development in the primary grades has become a priority in the Redmond School District through the use of explicit literacy routines and targeted/strategic use of the Heggerty program. Phonics routines support oral language development through systematic delivery on a research-based timeline aligned to the reading progression. This has become a K–5 system-wide focus for our district this year supported by a comprehensive professional development plan in alignment with the Science of Reading. Furthermore, the Redmond School District’s Dual Language (DL) program is a core educational program that focuses on developing skills in two languages including students’ home language.

The district has developed a Literacy Allocation Document for each grade level that articulates both time and resource allocation including phonemic awareness and phonics at grades K–2. This work is further supported through a year-long voluntary professional development course that is specifically designed to educate our staff on the importance of literacy including oral language development.

The Redmond School District has identified a few areas requiring additional attention. One area of growth for us is in regard to developing opportunities to encourage and honor cultures through oral traditions such as storytelling and the sharing of oral histories. Another area of continual growth that we stepped into with intent this year is regarding the importance of oral language development in grades 3–5. Our current plan is to update tier three research-based curriculum within our special education department that focuses specifically on phonological awareness and phonics.

4. Reading Models Based in Research

Indicators in a research-aligned, culturally responsive literacy program:
• Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
• Educators are aware of-- and draw from-- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough’s Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
• Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
• Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

**RSD Response:**

The RSD started its journey with the Science of Reading (SoR) during the 2016–17 school year. We initially focused on training primary grade teachers through 2022 with introductory training provided to teachers at grades 3–5. Each school added two trained educators in the SoR to address dyslexia identification and support. This year a SoR professional development plan was implemented K–5. The professional development focuses on research-aligned literacy instruction and curriculum implementation for classroom teachers, specialists, and principals. This year’s focus for administrators is on building high-quality instructional leadership based on SoR practices. Reading models associated with the SoR have been included in this work (i.e., Simple View of Reading, Scarborough’s Rope).

In 2022–23 all elementary principals completed the Big Dippers course. This course on the SoR included; a) a foundational understanding of the Simple View of Reading and Scarborough’s Rope, b) the basics of a structured approach to use when teaching each of the five components of reading, and c) the tools to support planning and instruction in both word recognition and language comprehension. We are considering repeating this course with current elementary principals again in the future because we have onboarded new principals since that time.

The professional development plan that we implemented this year, our evening *Opening Doors to Reading* course, and the elementary literacy adoption team’s focus and learning on the SoR in conjunction with their evaluation of aligned curriculum, has added to our district’s working knowledge both over time and in the years to come.
5. Foundational Skills

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon’s English Language Arts and Literacy Standards for K–5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

RSD Response:

The RSD literacy framework is a time and resource allocation guide built upon the Five Pillars of literacy and designed to support educators with instruction. The guide is individualized by grade level and addresses the time allocation and associated resources including guidance on explicit instruction of foundational reading skills within the reading progression at each grade level. We have focused on developing K–2 teachers with an understanding of reading progressions and systematic instruction over the last few years.
This year our district implemented a comprehensive PD plan that is ongoing and includes the implementation of explicit reading routines at all grade levels K-5. The importance of providing immediate corrective feedback has been addressed through the lens of pedagogy and systematically built into routines. Systematic progress monitoring assessments (milestone measures) are being implemented in alignment with the routines and reading progression timeline. These milestone measures are being rolled out with each routine and professional development is being provided during our School Improvement Wednesdays on how to work as a grade-level team (professional learning community) to evaluate student growth and make determinations regarding next steps for students.

Our educational leaders are attending various components of the teacher professional development events and receive leadership training including; a) elementary leader meetings, b) planned classroom observation opportunities with exemplar teachers offered at all grade levels, and c) individualized building support (e.g., grade level, individual teacher) as determined in collaboration with the elementary specialist, elementary coach, and building principals.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

RSD Response:
The RSD is currently running a multiyear elementary language arts adoption process. The adoption team is composed of elementary teachers, principals, an instructional coach, two board members and district administrators. In addition to the comprehensive professional development around the Science of Reading (SoR) that all K–5 teachers are participating in this year, the adoption team has received additional SoR training as a lens for evaluating various curricula. Our goal is to select a research-based curriculum that aligns with effective instructional practices that will increase students’ achievement to grade-level standards in reading and writing.

This year, our K–5 SoR professional development has focused on various explicit instructional routines at each grade level with a focus on alphabetic principle, phonemic awareness, phonics, and decoding. We will transition the PD focus to research-based instructional practices for vocabulary and comprehension instruction. We are systematically shifting our SoR professional development to this focus in January through May of this school year. Developing an understanding of the importance of providing academic exposure and learning opportunities through content area instruction is paramount for building background knowledge and vocabulary for students. This will be accomplished through the professional development and selection/implementation of a rigorous research-based curriculum. Next school year our professional development will transition to the support and implementation of our selected language arts curriculum.

7. Core Instruction & Assessment

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

RSD Response:

The language arts curriculum currently in use at grades K–5 was included on the ODE’s list of approved materials when originally adopted in 2013. The materials were vetted by RSD team members and included the consideration of multiple curriculums. In contrast to our current adoption process, the SoR was not the primary filter.
RSD is currently finalizing an adoption process with a representative team of stakeholders (classroom teachers, instructional coach, principals, board members, and district office administrators.) The materials were narrowed down to two curricula and vetted through the lens of the SoR, utilizing the Reading League Curriculum Evaluation Tool, and included the piloting of two curricular options. Additional support for the unique needs of the district’s dual language program has been a strong consideration in this process.

This year all K–5 teachers are participating in SoR PD taking place periodically throughout the school year. The training is grade level specific and supported with SoR aligned materials in conjunction with a philosophical and technical shift in our MTSS small group intervention process. Our assessment system is composed of a comprehensive battery of formative and summative measures that are administered in the fall, winter and spring, and continuously supported by the use of milestone progress monitoring measures that are unique to each grade level and in alignment with explicit routines being taught during core instructional time. These measures help determine classrooms needing support and students who are on track and those needing additional skill–specific targeted support.

8. Reaching All Learners

Indicators in a research–aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child’s home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student’s home language and English.
- Striving readers have access to extended learning programs that use research–aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high–dosage tutoring programs that use qualified tutors and developmentally appropriate practices.

RSD Response:
In the Redmond School District we serve and support our English learner population in a number of targeted ways. The District’s dual language program is a core program that offers academic content in English and Spanish.

The district’s English Learner (EL) program assigns EL teachers to each of our elementary schools to help ensure that all multilingual learners in the district’s eight elementary schools are strongly supported with a focus on developing English proficiency while assisting students in achieving high academic standards. The representation of multiple specialists in our Language Arts adoption process brought perspective and voice to the needs of all students including multilingual learners and those experiencing reading difficulties and/or disabilities. This has been an important component within our adoption process. We have currently identified a need to strengthen systems designed to support incoming non-English speaking multilingual learners to our distinct.

The RSD Special Education Department is restructuring as we work to support the needs of students with disabilities. An inventory of instructional materials utilized in our special education departments has revealed a need for up-to-date literacy resources that are systematic and explicit. The purchase and training of resources specific to special education is a priority for this school year. The district’s multi-tiered systems of support (MTSS), including Response to Intervention and grade-level-specific Professional Learning Communities (PLCs), are designed to support educators in analyzing disaggregated data specific to groups of like students with the intent of identifying gaps within instruction and supporting the needs of individual students.
Step 2: **Application Planning**

**Template**

**Directions**

Each of the following questions will be required in the Application. Limit response to EACH question/prompt to 250 words or less.

**Professional Development and Coaching**

1. **Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:**
   - the research-aligned literacy strategies that the professional development and coaching will focus on;
   - the target audience (including roles) for the professional development and coaching; and
   - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

**RSD Response:**

RSD has a plan to invest in developing our educators and improving literacy instruction through research-based practices and aligned resources. Our plan includes system alignment, curriculum adoption, and professional learning to increase instructional leadership/coaching. Year one focuses on Science of Reading (SoR) knowledge/research-aligned strategies for all elementary staff. Year two will focus on implementing research-based language arts curriculum and the training/implementation of literacy instructional coaches. Year three is curriculum development/implementation and instructional practices. The following indicates the PD plan for the next two years based on role.
**RSD Administrators** - PD on the SoR including in-house training opportunities, attendance at research-based literacy conferences, instructional walk-throughs, data reviews, and participation in 12 district-led school improvement Wednesdays (SIW). Year one is dedicated to building capacity of instructional leadership. Year two focuses on implementing a new literacy curriculum, aligning district assessments and building systems that support curriculum implementation.

**Classroom Teachers/Specialists** - All teachers have a year-long literacy PD plan for 2023–24. The plan includes four half-day trainings focused on SoR, participation in SIWs specific to literacy development, literacy practices and data analysis along with the purchase and training on research-aligned resources. For 2024–25, the year-long plan will focus on training/implementation of our new literacy curriculum.

In 2024–25 we will hire K–3 literacy coaches. The coach PD plan will include coaching development, research-based literacy instruction, and training on curriculum. Coaches will support teachers with instruction, model practices, implementing curriculum, and partner with principals for increasing instructional leadership and providing PD.

**Extended Learning**

2. *Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:*

   - description of how literacy is included as the focus of this program; and
   - who will provide the extended learning and their qualifications.

**RSD Response:**

RSD will be providing a home-based summer learning option for a minimum of 150 students who are below level in reading, as identified by RSD Student Growth Assessment. These students will have access to iReady Reading Instructional Pathway at home during summer months. iReady online reading instruction is an adaptive, research-based, standards-aligned program that offers personalized instruction at each student’s instructional level in the areas of phonemic awareness, phonics, vocabulary and comprehension. Additionally, we will hire qualified licensed RSD Elementary teachers through an extra responsibility contract, to monitor student online instruction and progress, support and connect with families weekly to increase student success in the extended learning program. RSD will ensure a proportionate number of summer learning teachers speak Spanish to support our Spanish-speaking families participating in the extended learning program. The licensed teachers will provide on-site opportunities to meet with
families and provide additional literacy support by providing individualized resources to families and offering on-site and virtual tutoring to students participating in the summer literacy program.

High-Dosage Tutoring

3. Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:
   ● the domains of language\(^1\) addressed (at least reading and writing);
   ● who will provide the high dosage tutoring and their qualifications;
   ● duration and frequency; and
   ● how the tutoring is developmentally appropriate, including how it is responsive to student need.

RSD Response:
RSD provides high-dosage tutoring services to students falling into the 0-20 percentile according to our nationally normed Student Growth Assessment metrics. High-dosage tutoring is provided to students with similar literacy profiles in groups of 5 or less, for 20-30 minutes per day, 4 days a week. Tutoring takes place during the school day, outside of core instruction. Tutoring instruction is delivered by the Reading Specialist/Reading Instructional Coach, classroom teacher or a highly trained instructional literacy assistant under the direction and supervision of the Reading Specialist/Reading Instructional Coach. The focus of High Dosage Tutoring includes a research-based phonemic awareness or phonics curriculum that includes explicit instruction, and decoding/encoding practice at the student's level of need. Progress monitoring on the specific instructed skills occurs minimally every two weeks for all students receiving high-dosage tutoring. Groupings are flexible and responsive to student need. School-based MTSS systems allow for student groupings to be adjusted if student data indicates the need for more intensive tutoring or exiting of tutoring services.

Student Growth Assessment

4. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

\(^1\) Reading, Writing, Speaking, and Listening.
**RSD Response:**
The Redmond School District Student Growth Assessment for Kindergarten through 5th grade literacy is robust. We have Benchmark assessments three times per year (Fall, Winter, Spring) that include a combination of online and in-person assessments. Below is the summative benchmark assessment suite by grade level.

**Kindergarten**
- iReady Reading Diagnostic – Winter & Spring only
- CORE Phonics Screener – Short Vowel/CVC
- Redmond School District Assessment – Phonological Processing (Rhyming, recognition and production, Blending, Segmenting), Letter Names, Letter Sounds

**1st Grade**
- iReady Reading Diagnostic
- iReady Literacy Tasks – Phoneme Segmentation Fluency, Letter Sound Fluency, Pseudoword Fluency, Passage Reading Fluency
- CORE Phonics Screener – Short Vowel–Low Frequency

**2nd Grade**
- iReady Reading Diagnostic
- iReady Literacy Tasks – Pseudoword Fluency, Passage Reading Fluency, Spelling & Encoding (untimed)
- CORE Phonics Screener – Short Vowel–Multisyllabic Words

**3rd–5th Grade**
- iReady Reading Diagnostic
- iReady Literacy Tasks – Passage Reading Fluency
- CORE Phonics Screener – Diagnostic only

Our RSD Student Growth Assessment captures data on all students and the iReady diagnostic allows for the disaggregation of student groups. Our current tracking systems do not allow for easy disaggregation. We are scheduled to design and onboard Edupoint’s Synergy Analytics module in January – March of 2024. The Analytics module will allow our district to import our assessment data and build an analytics system that will allow for the disaggregation of data by student groups.
Communication Plan

(Select all of the types of strategies you will use to engage with partners. For strategies not listed, write them out.)

5. What communication strategies will be used to engage with other school districts?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)
     - Regional Early Literacy Mtgs.

6. What communication strategies will be used to engage with elementary schools in the school district?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)
     - Pilot team
     - Grade level team meeting
     - Opening Doors to Reading
- SIWs
- Worksessions/trainings

7. What communication strategies will be used to engage with **families** in the school district?
   - ✔ Survey
   - ✔ Focus Group
   - ☐ Round Table Discussion
   - ✔ Community Group Meeting
   - ✔ Website
   - ✔ Email
   - ☐ Paper Newsletter
   - ✔ Social Media
   - ✔ School Board Meeting
   - ✔ Quarterly Report
   - ✔ Annual Report
   - ✔ Open House Night
   - ☐ Other (type out)

8. What communication strategies will be used to engage with **members of the school district community**?
   - ☐ Survey
   - ☐ Focus Group
   - ☐ Round Table Discussion
   - ☐ Community Group Meeting
   - ✔ Website
   - ✔ Email
   - ☐ Paper Newsletter
   - ✔ Social Media
   - ✔ School Board Meeting
   - ✔ Quarterly Report
   - ✔ Annual Report
   - ☐ Open House Night
   - ☐ Other (type out)

**Matching Funds**

9. Name the fund source(s) for the 25% match.
**RSD Response**
ESSER III
Title 2A

10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the Application Guidance: Early Literacy Success School District Grants.

**RSD Response**
Not Applicable

11. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hire
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes (short answer, please describe)

**Fiscal Agent**

12. Name your fiscal agent for this grant agreement.

**RSD Response**
Redmond School District

**Assurances**

**Early Literacy Success School District Grant – Specific Assurances**

*By checking the following boxes, the applicant agrees that they:

- Have reviewed their early literacy program to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative*
Have reviewed the reporting requirements in Section 6 (2) of the Early Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance. *

Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*

Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.*

Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.*

Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.*

Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).*

**Overarching Assurances**

By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*
<table>
<thead>
<tr>
<th>Type of Material (Dropdown Menu)</th>
<th>If other, please describe</th>
<th>Title of literacy assessments, tools, curricula and digital resources</th>
<th>Name of Vendor / Developer / Publisher</th>
<th>Print or Digital (Dropdown Menu)</th>
<th>Grades - Select All that Apply (Dropdown Menu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Materials</td>
<td></td>
<td>Reading Wonders K-2</td>
<td>McGraw-Hill</td>
<td>Both</td>
<td>K-5</td>
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<td>Core Materials</td>
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<td>iReady Reading Diagnostic</td>
<td>Curriculum Associates</td>
<td>Digital</td>
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<td>iReady Reading Literacy Tasks</td>
<td>Curriculum Associates</td>
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<td>CORE Learning</td>
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<td>K-2</td>
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<td>Voyager Sopris</td>
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<td>Print</td>
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<td>Lenguaje y Lectura</td>
<td>Esperanza</td>
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<td>Was this adopted from the 2023 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption? (Dropdown Menu)</td>
<td>If adopted instructional material are from the 2023 SBE Adopted Materials for English Language Arts (ELA) and Literacy list, please indicate which one from the list below. (Dropdown Menu) (If Applicable)</td>
<td>If Independent adoption, did your school board use the SBE ELA Adoption Criteria? (Dropdown Menu) (If Applicable)</td>
<td>Date of Adoption</td>
<td>Is this your student growth assessment? (Dropdown Menu) (If Applicable)</td>
<td>Please describe any planned changes or updates for materials that are not currently research-aligned.</td>
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<tr>
<td>No</td>
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<td>5-JUL</td>
<td>No</td>
<td>This is our last year for the use Reading Wonders as our K-5 Core Instructional Materials. We are completing the adoption process utilizing the SBE ELA Adoption Criteria provided by ODE for the selecting and processing of our new curriculum.</td>
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<td>McGraw-Hill LLC</td>
<td>Wonders (Grades 3-5)</td>
<td>5-JUL</td>
<td>No</td>
<td>This is our last year for the use Reading Wonders as our K-5 Core Instructional Materials. We are completing the adoption process utilizing the SBE ELA Adoption Criteria provided by ODE for the selecting and processing of our new curriculum.</td>
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<td>Wonders (Grades K-2)</td>
<td>5-JUL</td>
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<td>This is our last year for the use Reading Wonders as our K-5 Core Instructional Materials. We are completing the adoption process utilizing the SBE ELA Adoption Criteria provided by ODE for the selecting and processing of our new curriculum.</td>
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<td>Grant Allowable Use Category</td>
<td>Proposed Investment</td>
<td>FTE</td>
<td>FTE Type</td>
<td>Allowable Use Code</td>
<td>Object Code</td>
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<tr>
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<tr>
<td>Professional Development &amp; Coaching</td>
<td>Trainer costs for K-3 95% group trainings (October &amp; February)</td>
<td>PDC</td>
<td>31X</td>
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<td>Professional Development &amp; Coaching</td>
<td>Substitute coverage to provide Science of Reading Training</td>
<td>PDC</td>
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<td>Professional Development &amp; Coaching</td>
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<td>Professional Development &amp; Coaching</td>
<td>Substitute coverage for instructional Leaders attending Literacy Conference</td>
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<td>Professional Development &amp; Coaching</td>
<td>Substitute coverage to provide literacy coaching/observation opportunities</td>
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<tr>
<td>Professional Development &amp; Coaching</td>
<td>Substitute/orchid coverage for team leaders to create resources</td>
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<td>Professional Development &amp; Coaching</td>
<td>EOU Science of Reading Virtual Training Costs</td>
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<td>Professional Development &amp; Coaching</td>
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<td>June Voluntary Training for new Curriculum K-3 teachers</td>
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<td>14 classroom teachers, 3 Teaching and Learning staff, 2 principals to visit another district for observations of new curriculum</td>
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<tr>
<td>Purchasing Curricula &amp; Materials</td>
<td>Paying team to coordinate and support new adoption implementation with staff</td>
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<tr>
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<td>LA Adoption Curriculum Implementation PD for Aug/Sept</td>
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<td>Purchasing Curricula &amp; Materials</td>
<td>Purchase of research aligned literacy intervention materials for special education departments</td>
<td>CRCM</td>
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<td>Implantation training for special education staff on new curriculum Trainer cost</td>
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<td>Potential sub coverage cost for sped training on new purchased curriculum</td>
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<td>Training and Implementation of new LA curriculum for Dual Language staff - August Institute</td>
<td>CTPD</td>
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<td>Purchasing Curricula &amp; Materials</td>
<td>Training and Implementation of new LA curriculum for Dual Language staff - August Institute</td>
<td>CTPD</td>
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<tr>
<td>Purchasing Curricula &amp; Materials</td>
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<td>Extended Learning Programs</td>
<td>Hiring Teachers for support of summer at-home learning program</td>
<td>ELPH</td>
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<td>Extended Learning Programs</td>
<td>Hiring Teachers for support of summer at-home learning program</td>
<td>ELPH</td>
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<td>Administrative Costs</td>
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<td>Proposed Investment</td>
<td>FTE</td>
<td>FTE Type</td>
<td>Allowable Use Code</td>
<td>Object Code</td>
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<td>Hiring</td>
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<td>Purchasing Curricula &amp; Materials</td>
<td>Implementation of new ELA Curriculum - Trainer Costs</td>
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<td>Purchasing Curricula &amp; Materials</td>
<td>Implementation of new ELA Curriculum - Sub Costs for work sessions</td>
<td>CTPD</td>
<td>31X</td>
<td>$19,345</td>
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<td>Administrative Costs</td>
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<td>690</td>
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</table>

| Allowable Use Code                                                                                                                                     |
| Purchase Culturally Relevant Curricula & Materials                                                                                                  | CRCM |
| Curricula Training & PD                                                                                                                             | CTPD |
| Professional Development and Coaching                                                                                                              | PDC  |
| 1:1 High Dosage Tutoring                                                                                                                             | 1:1HDT |
| Small Group High Dosage Tutoring                                                                                                                     | SGHDT |
| Extended Learning Programs - Home-based Summer Reading                                                                                              | ELPH |
| Extended Learning Programs - Intensive Summer School                                                                                                 | ELPSS |
| Extended Learning Programs - Other                                                                                                                   | ELPO |

| ALL Object Codes                                                                                                                                             |
| 111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit                                                               | 111 |
| 112 Classified Salaries for work performed by "Classified Employees"                                                                                     | 112 |
| Administrative Salaries                                                                                                                                       | 113 |
| 2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary | 2XX |
| 12X Substitute Salaries for employees who are hired on a temporary or substitute basis                                                                   | 12X |
| Additional Salaries                                                                                                                                             | 13X |
| 31X Instructional, Professional and Technical Services                                                                                                      | 31X |
| 34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)                                                                | 34X |
| Other Supplies and Materials                                                                                                                                  | 4XX |
| Capital Outlay                                                                                                                                                | 5XX |
| 690 Grant Indirect Charges/Administrative Indirect                                                                                                           | 690 |
| Dues and Fees                                                                                                                                                 | 640 |
| Miscellaneous                                                                                                                                                 | 8XX |
| Other                                                                                                                                                          | Other |
**Action Item:** Approve Redmond School District’s proposed application of the *ODE Early Literacy Success School District Grant.*

**Presenter:** Stephanie Wilcox, Elementary School Improvement Specialist
Chris Morton, Director of Elementary Programs

**Date:** Dec. 13, 2023

**Introduction to Action item:**

The elementary Teaching & Learning team is recommending that the *ODE Early Literacy Success School District Grant* be approved for submission. The team finalized the application after filtering the proposed spending plan through various district stakeholders/departments including the elementary principal team, Dual Language program (DL), English Language Learners program (ELL), Title/Federal Grants Manager, School Board, Superintendent.

**Administration Recommendation:**

For the Redmond School Board to approve the proposed *ODE Early Literacy Success School District Grant* application for submission.

**Recommended Motion:**

I move that the Redmond Board of Directors approve the *ODE Early Literacy Success School District Grant* application for submission.
Date: December 8, 2023  
To: Redmond School District Board and Finance Committee  
From: Kathy Steinert, Director of Fiscal Services  
Subject: Financial Reports for October 2023

General Fund Revenues

Year-to-date revenues through October 31, 2023 are $23,022,087 or 25.9% of budget. On a percentage basis, this is on par with 2022-23 year-to-date revenues which were 26.0% of budget. Year-to-date revenues are higher than the prior year by $1,510,760, or 7.0%, primarily due to an increase in year-to-date Formula Revenue of $1,602,937, or 7.8%. Total year-to-date Formula Revenue of $22,198,407 is 25.7% of budget versus prior year-to-date Formula Revenue which was 25.6% 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 $86,383,500 has increased by 5.7% versus the 2022-23 actual Formula Revenue. The increase is primarily due to the higher allocation of funding from the State. The actual biennial allocation for the 2023-2025 biennium is $10.2 billion, which is $904 million, or 9.7%, more than the $9.3 billion allocation for the prior biennium.
General Fund Expenditures

Year-to-date expenditures through October 31, 2023 are $21,222,199 or 21.0% of budget. On a percentage of budget basis, that is slightly less than the year-to-date expenditures in 2022-23 which were 21.3% of budget.

Compensation-related costs increased by $1,693,032, or 12.9%, 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 $1,131,601, or 12.8%, higher than 2022-23. Year-to-date related payroll costs are $561,430, or 13.0%, higher than 2022-23.

Purchased Services costs have increased by $398,607, or 8.2% compared to 2022-23. Other Tuition costs have increased by $211,389, or 84.0%, due to a change in the billing methodology for RSDFlex tuition coupled with an increase in RSDFlex enrollment. Charter School Payments have increased by $81,220, or 2.4%. Utilities costs have increased by $74,479, or 19.0%, primarily due to higher electricity costs.

Supplies and Materials expenditures have decreased by $273,493, or 20.8%, compared to 2022-23. Textbook Adoption costs have decreased by $114,984, due to the timing of payment of iReady Math adoption costs. Computer Hardware costs are lower than the prior year by $155,143 and Non-Consumable Items costs have decreased by $57,385. These reductions were offset by increases of $28,240 in Computer Software costs and $9,559 in Gas & Oil costs compared to 2022-23.
## FY 2022-23 through October 31, 2022

<table>
<thead>
<tr>
<th>Annual Revenue Budget</th>
<th>Actual Revenue Collected</th>
<th>% Collected</th>
<th>Revenue Budget Not Received</th>
<th>% Not Received</th>
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<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>$10,639,900</td>
<td>$10,799,779</td>
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### Revenues:

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
<th>% Collected</th>
<th>Not Received</th>
<th>% Not Received</th>
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<tbody>
<tr>
<td>Local Sources</td>
<td>$32,332,800</td>
<td>$932,971</td>
<td>3%</td>
<td>$31,399,829</td>
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<tr>
<td>Intergovernmental</td>
<td>$621,000</td>
<td>$174,697</td>
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<td>$446,303</td>
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<td>State Sources</td>
<td>$49,299,100</td>
<td>$20,050,162</td>
<td>41%</td>
<td>$29,248,938</td>
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<tr>
<td>Federal Sources</td>
<td>$23,200</td>
<td>$2,359</td>
<td>10%</td>
<td>$20,841</td>
<td>90%</td>
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<tr>
<td>Other Sources</td>
<td>$359,700</td>
<td>$351,138</td>
<td>98%</td>
<td>$8,562</td>
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**Total Revenues**  
$82,635,800  
$21,511,327  
26%  
$61,124,473  
74%

| Total Resources       | $93,275,700   | $32,311,106   | 35%         | $60,964,594  | 65%            |

## FY 2023-24 through October 31, 2023

<table>
<thead>
<tr>
<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>$11,912,000</td>
<td>$12,826,193</td>
<td>108%</td>
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### Revenues:

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
<th>% Collected</th>
<th>Not Received</th>
<th>% Not Received</th>
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</thead>
<tbody>
<tr>
<td>Local Sources</td>
<td>$34,406,100</td>
<td>$984,249</td>
<td>3%</td>
<td>$33,421,851</td>
<td>97%</td>
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<tr>
<td>Intergovernmental</td>
<td>$795,100</td>
<td>$81,206</td>
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<td>$713,894</td>
<td>90%</td>
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<td>State Sources</td>
<td>$53,717,100</td>
<td>$21,850,830</td>
<td>41%</td>
<td>$31,866,270</td>
<td>59%</td>
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<tr>
<td>Federal Sources</td>
<td>$95,600</td>
<td>$105,803</td>
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<td>$ -</td>
<td>0%</td>
<td>$4,500</td>
<td>100%</td>
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</table>

**Total Revenues**  
$89,018,400  
$23,022,087  
26%  
$65,996,313  
74%

<p>| Total Resources       | $100,930,400  | $35,848,281   | 36%         | $65,082,119  | 64%            |</p>
<table>
<thead>
<tr>
<th>Expenditures by Object:</th>
<th>Annual Expenditure Budget</th>
<th>Actual Expenditure</th>
<th>% Expended</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 44,680,100</td>
<td>$ 8,855,299</td>
<td>20%</td>
<td>$ 35,824,801</td>
<td>80%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 22,655,000</td>
<td>$ 4,309,944</td>
<td>19%</td>
<td>$ 18,345,056</td>
<td>81%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,507,400</td>
<td>$ 4,840,962</td>
<td>33%</td>
<td>$ 9,666,438</td>
<td>67%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 4,348,700</td>
<td>$ 1,311,849</td>
<td>30%</td>
<td>$ 3,036,851</td>
<td>70%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$ 404,600</td>
<td>$ 367,238</td>
<td>91%</td>
<td>$ 37,362</td>
<td>9%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 654,100</td>
<td>$ 138,943</td>
<td>21%</td>
<td>$ 515,157</td>
<td>79%</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>$ 19,903,091</strong></td>
<td><strong>21%</strong></td>
<td><strong>$ 73,372,609</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

**FY 2023-24 through October 31, 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>$ 48,860,000</td>
<td>$ 9,986,901</td>
<td>20%</td>
<td>$ 38,873,099</td>
<td>80%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 24,807,900</td>
<td>$ 4,871,375</td>
<td>20%</td>
<td>$ 19,936,525</td>
<td>80%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,957,700</td>
<td>$ 5,239,569</td>
<td>35%</td>
<td>$ 9,718,131</td>
<td>65%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 2,976,100</td>
<td>$ 1,038,356</td>
<td>35%</td>
<td>$ 1,937,744</td>
<td>65%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$ 107,400</td>
<td>$ 7,293</td>
<td>7%</td>
<td>$ 100,107</td>
<td>93%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 569,100</td>
<td>$ 78,705</td>
<td>14%</td>
<td>$ 490,395</td>
<td>86%</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>$ 8,016,200</td>
<td>$ -</td>
<td>0%</td>
<td>$ 8,016,200</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$ 100,930,400</strong></td>
<td><strong>$ 21,222,199</strong></td>
<td><strong>21%</strong></td>
<td><strong>$ 79,708,201</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

$ -

Page 45 of 72
## Appropriations vs. YTD October 31, 2023 Expenditures

**Redmond School District**  
**FY 2023-24 Appropriations vs. YTD October 31, 2023 Expenditures**  
**December 13, 2023 School Board Meeting**

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over) Appropriations</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$ 55,209,700</td>
<td>$ 11,728,325</td>
<td>$ 43,481,375</td>
<td>21.2%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$ 36,633,900</td>
<td>$ 9,481,736</td>
<td>$ 27,152,164</td>
<td>25.9%</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>$ 53,100</td>
<td>$ 11,614</td>
<td>$ 41,486</td>
<td>21.9%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$ 388,100</td>
<td>$ 525</td>
<td>$ 387,575</td>
<td>0.1%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 636,000</td>
<td>$ -</td>
<td>$ 636,000</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 8,009,600</td>
<td>$ -</td>
<td>$ 8,009,600</td>
<td></td>
</tr>
<tr>
<td>Total General Fund</td>
<td>$ 100,930,400</td>
<td>$ 21,222,199</td>
<td>$ 79,708,201</td>
<td>21.0%</td>
</tr>
<tr>
<td><strong>Debt Service Fund</strong></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>
</tr>
<tr>
<td>PERS UAL Bond Lump Sum Payment to PERS</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>
</tr>
<tr>
<td>Total Debt Service Fund</td>
<td>$ 24,660,900</td>
<td>$ -</td>
<td>$ 24,660,900</td>
<td></td>
</tr>
<tr>
<td><strong>Capital Projects Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$ 15,861,600</td>
<td>$ 1,764,943</td>
<td>$ 14,096,657</td>
<td>11.1%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 3,345,500</td>
<td>$ -</td>
<td>$ 3,345,500</td>
<td></td>
</tr>
<tr>
<td>Total Capital Projects Fund</td>
<td>$ 19,207,100</td>
<td>$ 1,764,943</td>
<td>$ 17,442,157</td>
<td>9.2%</td>
</tr>
<tr>
<td><strong>Special Revenue Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>$ 3,731,500</td>
<td>$ 470,125</td>
<td>$ 3,261,376</td>
<td>12.6%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 857,700</td>
<td>$ -</td>
<td>$ 857,700</td>
<td></td>
</tr>
<tr>
<td>Total Nutrition Service</td>
<td>$ 4,589,200</td>
<td>$ 470,125</td>
<td>$ 4,119,076</td>
<td>10.2%</td>
</tr>
<tr>
<td><strong>Asset Replacement Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$ 2,454,100</td>
<td>$ 584,606</td>
<td>$ 1,869,494</td>
<td>23.8%</td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$ 38,400</td>
<td>$ -</td>
<td>$ 38,400</td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>$ 548,900</td>
<td>$ -</td>
<td>$ 548,900</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 935,100</td>
<td>$ -</td>
<td>$ 935,100</td>
<td></td>
</tr>
<tr>
<td>Total Asset Replacement</td>
<td>$ 3,976,500</td>
<td>$ 584,606</td>
<td>$ 3,391,894</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>Grant Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$ 8,897,600</td>
<td>$ 1,734,539</td>
<td>$ 7,163,061</td>
<td>19.5%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$ 6,605,300</td>
<td>$ 1,312,932</td>
<td>$ 5,292,368</td>
<td>19.9%</td>
</tr>
<tr>
<td>Community Services</td>
<td>$ 298,200</td>
<td>$ 38,546</td>
<td>$ 259,654</td>
<td>12.9%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 1,000</td>
<td>$ -</td>
<td>$ 1,000</td>
<td></td>
</tr>
<tr>
<td>Apportionment of Funds by LEA</td>
<td>$ 1,280,500</td>
<td>$ -</td>
<td>$ 1,280,500</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 132,800</td>
<td>$ -</td>
<td>$ 132,800</td>
<td></td>
</tr>
<tr>
<td>Total Grant Programs</td>
<td>$ 17,215,400</td>
<td>$ 3,086,017</td>
<td>$ 14,129,383</td>
<td>17.9%</td>
</tr>
<tr>
<td><strong>Fee Supported Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$ 1,748,400</td>
<td>$ 345,549</td>
<td>$ 1,402,851</td>
<td>19.8%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$ 244,100</td>
<td>$ 100,708</td>
<td>$ 143,392</td>
<td>41.3%</td>
</tr>
<tr>
<td>Enterprise Community Services</td>
<td>$ 810,700</td>
<td>$ 125,968</td>
<td>$ 684,732</td>
<td>15.5%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 1,176,500</td>
<td>$ -</td>
<td>$ 1,176,500</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 1,591,900</td>
<td>$ -</td>
<td>$ 1,591,900</td>
<td></td>
</tr>
<tr>
<td>Total Fee Supported Programs</td>
<td>$ 5,571,600</td>
<td>$ 572,226</td>
<td>$ 4,999,374</td>
<td>10.3%</td>
</tr>
</tbody>
</table>
## FY 2023-24 Appropriations vs. YTD October 31, 2023 Expenditures
December 13, 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>Support Services</td>
<td>$1,162,000</td>
<td>$964,087</td>
<td>$197,913</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>$1,765,600</td>
<td>$964,087</td>
<td>$801,513</td>
<td>54.6%</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATIONS</strong></td>
<td>$177,916,700</td>
<td>$28,664,201</td>
<td>$149,252,499</td>
<td>16.1%</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>$178,005,400</td>
<td>$28,664,201</td>
<td>$149,341,199</td>
<td>16.1%</td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS LESS CONTINGENCY AND UNAPPROPRIATED BALANCE</strong></td>
<td>$160,462,500</td>
<td>$28,664,201</td>
<td>$131,798,299</td>
<td>17.9%</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
### Redmond School District
#### Statement of Revenues and Expenditures
##### FY 2023-24 Projection as of December 8, 2023
##### General Fund - Operations

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>Adopted Working Budget</th>
<th>Annual Projection - Dec 8, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula Revenue:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Revenue</td>
<td>$ 32,574,400</td>
<td>$ 32,574,400</td>
<td>$ -</td>
</tr>
<tr>
<td>Common School Fund</td>
<td>$ 958,900</td>
<td>$ 958,900</td>
<td>$ -</td>
</tr>
<tr>
<td>County School Fund</td>
<td>$ 100,000</td>
<td>$ 100,000</td>
<td>$ -</td>
</tr>
<tr>
<td>State School Fund</td>
<td>$ 52,750,200</td>
<td>$ 52,750,200</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Formula Revenue</td>
<td>$ 86,383,500</td>
<td>$ 86,383,500</td>
<td>$ -</td>
</tr>
<tr>
<td>Earnings on Investments</td>
<td>$ 742,200</td>
<td>$ 742,200</td>
<td>$ -</td>
</tr>
<tr>
<td>Local Sources - Other</td>
<td>$ 1,892,700</td>
<td>$ 1,936,200</td>
<td>$ 43,500 2.3%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$ 89,018,400</strong></td>
<td><strong>$ 89,061,900</strong></td>
<td><strong>$ 43,500 0.0%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures: Salaries, Payroll Costs and Benefits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries:</td>
</tr>
<tr>
<td>Certified</td>
</tr>
<tr>
<td>Classified</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
</tr>
<tr>
<td>All other salaries</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
</tr>
<tr>
<td>Payroll Costs and Benefits:</td>
</tr>
<tr>
<td>PERS</td>
</tr>
<tr>
<td>Medical Insurance</td>
</tr>
<tr>
<td>Payroll Taxes</td>
</tr>
<tr>
<td>Other PR Costs &amp; Benefits</td>
</tr>
<tr>
<td><strong>Total Payroll Costs and Benefits</strong></td>
</tr>
<tr>
<td><strong>Total Salaries, Payroll Costs and Benefits</strong></td>
</tr>
<tr>
<td>Purchased Services</td>
</tr>
<tr>
<td>Consumable Supplies and Materials</td>
</tr>
<tr>
<td>Capital Outlay</td>
</tr>
<tr>
<td>Other Objects</td>
</tr>
<tr>
<td>Transfers</td>
</tr>
<tr>
<td><strong>Total Non-Salary &amp; APC Expenditures</strong></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
</tr>
</tbody>
</table>

**Beginning Fund Balance**                             | **$ 11,912,000** | **$ 12,826,200** | **$ 914,200 7.7%** |
**Net Operating Surplus / (Deficit)**                   | **$ (3,895,800)** | **$ (2,319,400)** | **$ 1,576,400 40.5%** |
**Projected Ending Fund Balance**                       | **$ 8,016,200** | **$ 10,506,800** | **$ 2,490,600 31.1%** |

**Total Ending Fund Balance as a % of Revenue**        | **9.0%** | **11.8%** |

Prepared December 8, 2023
# Summary of Investment Holdings

**October 31, 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></td>
<td></td>
<td></td>
<td><strong>SERIES 2021 GO BOND PROCEEDS INVESTMENT HOLDINGS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>0.9978</td>
<td>1,297,145</td>
<td>12,809</td>
<td>-</td>
<td>-</td>
<td>8.82%</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>0.9919</td>
<td>2,509,437</td>
<td>10,905</td>
<td>-</td>
<td>-</td>
<td>17.06%</td>
</tr>
<tr>
<td><strong>3,830,000.00</strong></td>
<td></td>
<td></td>
<td><strong>Total U.S. Government Agency Securities</strong></td>
<td></td>
<td><strong>3,782,868</strong></td>
<td></td>
<td><strong>3,806,582</strong></td>
<td><strong>23,714</strong></td>
<td>-</td>
<td>-</td>
<td><strong>25.88%</strong></td>
</tr>
<tr>
<td><strong>3,830,000.00</strong></td>
<td></td>
<td></td>
<td><strong>Realized Gain on Matured Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>322,104</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3,830,000.00</strong></td>
<td></td>
<td></td>
<td><strong>Total Investments held with Zion Bank</strong></td>
<td></td>
<td><strong>3,782,868</strong></td>
<td></td>
<td><strong>3,806,582</strong></td>
<td><strong>23,714</strong></td>
<td><strong>322,104</strong></td>
<td>-</td>
<td><strong>25.88%</strong></td>
</tr>
<tr>
<td><strong>OR Local Government Investment Pool</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>0.45% - 5.0%</td>
<td>LGIP - 2021 GO Bonds Investment</td>
<td></td>
<td>$8,604,753</td>
<td>$8,604,753</td>
<td>$354,753</td>
<td>$322,104</td>
<td>-</td>
<td>58.50%</td>
<td></td>
<td></td>
<td></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>
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<td></td>
</tr>
<tr>
<td>0.25% - 5.0%</td>
<td>Pooled - LGIP and First Interstate Bank</td>
<td></td>
<td>$2,298,871</td>
<td>$2,298,871</td>
<td>$111,186</td>
<td>TBD (2)</td>
<td>15.63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Series 2021 GO Bond Proceeds Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>14,686,492</strong></td>
<td></td>
<td><strong>14,710,206</strong></td>
<td><strong>23,714</strong></td>
<td><strong>788,042</strong></td>
<td>-</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**Total Series 2021 GO Bond Proceeds Investment Revenue** | | | | | | | $811,756 |

---

(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 5:30pm and a quorum was established. No changes or questions regarding the agenda.

Student Showcase
Obsidian Middle School - Three 6th grade Dual Language students gave testimony about their experience in the program, presented both in Spanish and English.

Citizen Comment
Donna Abelein, Citizen - Shared views on equity.
Mackenzie Reed - RHS ASB President - Redmond High activities update.
Marlene Paraza - RSD Parent - Racism experiences in schools and transportation.
Daniel Altamirano Hernandez - Interim Director of Latino Community Association - Promotes equitable, inclusive and safe learning environments.

HMK End of Month Report - Chad Franke
Obsidian
- Electronic sign is finally installed
McCall/EGMS & Vern Patrick Additions
- Operation Manuals and “as build” plans getting wrapped up

Security Update
- All camera wiring (with the exception of RHS and RVHS) will be done by the end of this week
- All cameras and access control should be completed by the end of the year

Hugh Hartman - HVAC
- Kelcon is working with subcontractors and getting materials ordered

Redmond High School - HVAC
- Bidding dry side and wet side and will decide what to do once bids are submitted

Seismic Projects
- In design development now, mostly structural work

2022-23 Year End SIA Report
Linda Seeberg presented the annual report for the 2022-23 Student Investment Account (SIA). A review was shared of SIA plan development components, strategies and outcomes, and key investments in broad categories. Highlights were shared associated with the four reflection questions required for the annual review. Highlights included the use of funds to support student mental-behavioral health, investments to improve communication and partnership with all families, including our multilingual families, investments to enrich well-rounded learning opportunities and investments to support academic achievement. Reflection on key learnings and take-aways include the ongoing value
of engaging student and community voice, of continued evaluation and improvement of our tiered systems of support for students and supporting, and continued support for hiring and retaining our staff who work with our students experiencing significant mental and behavioral health challenges. A more thorough reflection to these questions is available on our district website.

An opportunity was provided for public comment. There was no public comment. The Board acknowledged the 2022-23 Year End SIA Report.

**Early Literacy Grant**
Chris Morton and Stephanie Wilcox presented an Early Literacy Grant. The Grant components include inventory (materials and assessments), a two year Literacy Plan, and approximately $500,000 in funding per year. The District’s plan for 2023-24 consists of professional development, purchasing curriculum and creating an implementation plan, and designing an extended at-home summer learning option. For 2024-25, the plan consists of hiring three K-3 literacy instructional coaches, professional development, training and support of the new Language Arts Curriculum, and a continuation of the at-home summer learning program.

At the December 13, 2023 Board Meeting, Stephanie and Chris will return and accept public comment and request Board approval for the Grant application submission.

**Student Investment Account (SIA) Grant Agreement and Aligned Longitudinal Performance Growth Targets**
Dr. Charan Cline and Linda Seeberg co-presented the 2023-24 Student Investment Account grant agreement and the aligned Longitudinal Performance Growth Targets. The grant agreement is the final process in the approval and execution of the district's approved SIA Grant plan. It is essentially a contract between the state and the district. Elements of the grant agreement were reviewed along with some reminders about the district’s Integrated Programs plan which was approved by the Board last spring. Background information and context were provided for the Longitudinal Performance Growth Targets along with a review of the methodology used to develop the growth targets. The targets themselves were reviewed for the five required metrics: 4 Year Graduation, 5 Year Completer, 9th Grade On-Track, 3rd Grade Reading Proficiency, and Regular Attenders. The targets were set to be attainable and realistic, but it was reinforced that the district will actively work to exceed the targets. The grant agreement is available for review on the district website.

An opportunity was provided for public comment. There was no public comment.

*Vice Chair Goodrich moved that the Board approve the 2022-23 SIA Grant Agreement and the Aligned Longitudinal Performance Growth Targets. Director Page seconded the motion. Motion carried, 5-0.*

**Carver Model of Board Governance**
The Board was presented with their final versions of the Ends/Results (Vision, Mission, Values & Goals), Executive Limitation #1 - Global Executive Restraint, and Executive Limitation #2 - Emergency Superintendent Succession.

Director Lopez suggested the Board add to EL-1, a statement about the organization's public image of credibility. Other Board members felt it was covered under professional ethics.

*Vice Chair Goodrich moved to approve the Vision, Mission, Values & Goals, Executive Limitation #1, and Executive Limitation #2 as presented. Director Page seconded the motion.*

Director Lea pointed out an error in #6, replace “entranced” with “entrance”.

*Vice Chair Goodrich amended her motion, she moved to approve the Vision, Mission, Values & Goals with the correction of “entrance” in #6, and Executive Limitation #1 and Executive Limitation #2 as presented. Director Lea seconded the motion. Motion carried, 4-1. Director Lopez voted no.*

**OSBA Elections**
Director Page moved to vote for Laurie Danzuka for OSBA Board Position 3. Vice Chair Goodrich seconded the motion. The motion carried, 5-0.

Vice Chair Goodrich moved to vote for Courtney Snead for OSBA Legislative Policy Committee Position 3. Director Lopez seconded the motion. The motion carried, 5-0.

Vice Chair Lopez moved to vote “Yes - adopt” for Resolution 1 - Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee. Director Lea seconded the motion. The motion carried, 5-0.

Consent Agenda
Director Lopez moved to approve the Consent Agenda as presented. Director Page seconded the motion. The motion carried, 5-0.

Board Updates
Superintendent
- Encourage everyone to attend holiday activities at schools
- Encouraged Board members to write a thank you note to a deserving RSD team member

Director Lea
- Attended social media conversation
- Chaperoned an EGMS dance
- Attended Radium Girls at RHS Theater

Vice Chair Goodrich
- Attended OSBA Conference
- Visited OMS
- Concerned about complaint during citizen comment, students should not be afraid, suggested the Board get an update about the procedure for filing complaints

Chair Summers
- Attended Radium Girls
- Attended Screenager viewing at RHS
- Attended Fields of Faith
- Attended the OSBA Conference
- Attended Bond Oversight Committee meeting
- Attended Bond Planning meeting for possible 2024 Bond
- Charan’s KBND radio interview was great regarding social media

Director Lopez
- Attended Bond Planning and Bond Oversight Committee meeting
- Attended Shepards House ribbon cutting
- Attended Veteran’s Day assembly at RVHS
- Starlight Parade participant
- Attending OMS basketball games, looking forward to RVHS basketball season

Director Page
- StepUP activity center needs equipment
- Regarding the citizen comment tonight, it is a tragedy that this family experienced this racism, but even more of a tragedy to not do something about it

Director Lea moved to adjourn the meeting at 9:09 pm. Director Lopez seconded the motion. The motion carried, 5-0.

__________________________________________
Michael Summers, Chair

__________________________________________
Gina Blanchette, Executive Assistant
### 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>Celia Leonard</td>
<td>0.63</td>
<td>Nutrition Services I</td>
<td>Nutrition Department</td>
<td>11/27/2023</td>
</tr>
<tr>
<td>Vanessa Jones</td>
<td>0.94</td>
<td>Instructional Assistant III: Social Emotional Learning</td>
<td>StepUp!</td>
<td>11/29/2023</td>
</tr>
<tr>
<td>Nicole Nimtz</td>
<td>0.72</td>
<td>Instructional Assistant II: Academic Support</td>
<td>Vern Patrick Elementary School</td>
<td>12/4/2023</td>
</tr>
<tr>
<td>Christine Rose</td>
<td>1.00</td>
<td>Transportation Dispatcher</td>
<td>Transportation Department</td>
<td>12/11/2023</td>
</tr>
<tr>
<td>Sara Schrage</td>
<td>0.88</td>
<td>Instructional Assistant III: Special Education</td>
<td>Hugh Hartman Eleme</td>
<td>12/11/2023</td>
</tr>
<tr>
<td>Susan Waltosz</td>
<td>0.75</td>
<td>Nutrition Services II</td>
<td>Nutrition Department</td>
<td>1/2/2024</td>
</tr>
</tbody>
</table>

### CHANGE OF STATUS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>New Position</th>
<th>Prior Position</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archie Stills</td>
<td>1.00</td>
<td>Maintenance Custodian II</td>
<td>Custodian I</td>
<td>11/27/2023</td>
<td>MA Lynch Elementary School</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>Julanne Shafer</td>
<td>0.72</td>
<td>Instructional Assistant II: Academic Support</td>
<td>Vern Patrick Elementary School</td>
<td>12/15/2023</td>
<td>1 year, 4 months</td>
</tr>
<tr>
<td>Michelle Dwyer</td>
<td>0.75</td>
<td>Bus Driver</td>
<td>Transportation Department</td>
<td>1/2/2024</td>
<td>19 years</td>
</tr>
</tbody>
</table>

### RETIREMENTS:

<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>Carmen Patrick</td>
<td>1.00</td>
<td>Receptionist</td>
<td>Ridgeview High School</td>
<td>6/21/2024</td>
<td>21 years</td>
</tr>
</tbody>
</table>

### HR Director Signature & Date:

[Signature]

Page 53 of 72
## Licensed Personnel - Consent Agenda

### 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>Brigitte Lewis</td>
<td>1.00</td>
<td>Temporary Language Arts Teacher</td>
<td>Redmond High School</td>
<td>12/4/2023</td>
</tr>
<tr>
<td>Taylor Crawford</td>
<td>0.60</td>
<td>Temporary Special Education: ERC / ILS Teacher</td>
<td>Tumalo Community School</td>
<td>11/29/2023</td>
</tr>
<tr>
<td>Jennifer Temple</td>
<td>1.00</td>
<td>Family Engagement / Dual Language Program Coordinator</td>
<td>Hugh Hartman Elementary School</td>
<td>1/2/2024</td>
</tr>
<tr>
<td>Mara Gould</td>
<td>0.40</td>
<td>Temporary Special Education: ERC Teacher</td>
<td>Tumalo Community School</td>
<td>12/11/2024</td>
</tr>
</tbody>
</table>

<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>Sallie Nigg</td>
<td>1.00</td>
<td>Teacher: Science</td>
<td>Obsidian Middle School</td>
<td>6/17/2024</td>
<td>17 Years</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>
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</tbody>
</table>

**HR Director Signature & Date:**

[Signature]

12/7/2023
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 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: 12-1-23</th>
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</thead>
<tbody>
<tr>
<td>Gift (Description): Jackets-</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Donors(s)—include sufficient information for the Board to respond, especially company and/or individual name and address:</td>
<td></td>
</tr>
<tr>
<td>Name: Jason Hertel State Farm</td>
<td></td>
</tr>
<tr>
<td>Address: 1885 NE Skyview Lane</td>
<td></td>
</tr>
<tr>
<td>Address: Madras OR 97741</td>
<td></td>
</tr>
<tr>
<td>Approximate Value: $2000</td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any): RVHS Baseball</td>
<td></td>
</tr>
<tr>
<td>Special Conditions (if any):</td>
<td></td>
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</table>
Gift to the District

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<table>
<thead>
<tr>
<th>School: Ridgeview</th>
<th>Date: 12-4-23</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>
</tr>
</thead>
<tbody>
<tr>
<td>TCS Contract</td>
<td>1808 SE 1st Street Ste O</td>
</tr>
<tr>
<td></td>
<td>Redmond OR 97756</td>
</tr>
</tbody>
</table>

Approximate Value: $1000

Designated Use (if any): RVHS Boys Basketball

Special Conditions (if any):
Gift to the District

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<thead>
<tr>
<th>School: Ridgeview</th>
<th>Date: 12-4-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): Cash</td>
<td></td>
</tr>
</tbody>
</table>

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

- **Name**: Highland Family Dental: Tony Parsley DMD
- **Address**: 1332 SW Highland Ave
- **Address**: Redmond OR 97756
- **Approximate Value**: $1000
- **Designated Use (if any)**: RVHS Boys Basketball

Special Conditions (if any): 

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Gift to the District - KH-AR

Page 57 of 72
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 may accept on behalf of the Board any such gift less than five hundred dollars ($500) in value.

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<table>
<thead>
<tr>
<th>School:</th>
<th>Ridgeview</th>
<th>Date:</th>
<th>12-4-23</th>
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</thead>
<tbody>
<tr>
<td>Gift (Description):</td>
<td>Cash</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Name: Deschutes Co Sheriff Employees Assoc
Address: PO Box 7696
Address: Bend OR 97708
Approximate Value: $500
Designated Use (if any): RVHS Boys Wrestling

Special Conditions (if any): 

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Gift to the District - KH-AR
Page 58 of 72
Gift to the District

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Redmond High School

Date: 11-29-2023

Gift (Description): Check for $500.00

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

Name: Oregon Mint Snuff Company
Address: 14155 SW Business Circle Rd
Terrebonne, OR 97760

Approximate Value: $500.00

Designated Use (if any): Redmond High wrestling needs

Special Conditions (if any): 

Redmond High School
11-29-2023
Check for $500.00
Oregon Mint Snuff Company
14155 SW Business Circle Rd
Terrebonne, OR 97760
$500.00
Redmond High wrestling needs
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 may accept on behalf of the Board any such gift less than five hundred dollars ($500) in value.

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<table>
<thead>
<tr>
<th>School: Ridgeview</th>
<th>Date: 12-4-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description):</td>
<td>Cash</td>
</tr>
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<td></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>Window Alert, Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>PO Box 1710</td>
</tr>
<tr>
<td>Address</td>
<td>Bend OR 97709</td>
</tr>
<tr>
<td>Approximate Value:</td>
<td>$1000</td>
</tr>
</tbody>
</table>

Designated Use (if any): RVHS Girls Basketball

Special Conditions (if any): ___________________________

Name: ____________________________
Address: ____________________________
Approximate Value: $__________
Designated Use (if any): ____________________________
Gift to the District

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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.

School: Terrebonne Community

Date: 11-27-23

Gift (Description): $5000.00

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

Name: Jennifer Knox for Chris Todd

Address: 2605 Elm Grove Ave

Manteca, CA 95336

Approximate Value: $5000.00

Designated Use (if any): For Families in Terrebonne Comm.

Special Conditions (if any): Funds go directly to families and children
November 16, 2023

Terrebonne Community School
1199 B Avenue
Terrebonne, Oregon 97760

To Whom it May Concern,

My cousin, Christine Todd recently passed away and I am administering her estate. Chris and her partner Jacque Coan had a home in Crooked River Ranch and spent a great deal of time working with your school on donations.

They were fervent in their belief that children should have important things such as backpacks, coats, shoes, bike helmets and any other items that would help them and their family with their children's education.

With that in mind, Chris has left instructions that the enclosed check in the amount of $5,000.00 be donated to the Terrebonne Community School Family Services Program to directly help families and children in the Terrebonne community.

Sincerely,

Jennifer Knox, Trustee
For the Estate of Christine Todd

530-524-5910
TRIP REQUEST

Day trip - Request due 3 weeks prior to the trip
Overnight trip - Request due 30 days prior to the trip
Out of State trip - Request due 60 days prior to the trip
International Trip - Request due 60 days prior to trip

GROUP INFORMATION

Trip Leader: Jenna Meinig

Request submitted: 11/29/2023 16:41:15

If past deadline, special consideration: This is our program's first time going out of state, and I am new as the Head Coach. We also have a new Athletic Director who thought the deadline was 30 days. Both of us were unaware of the 60 day deadline until just recently.

Building: Redmond High School

Club / Team name: Cheerleading

Grade Level: Grade 9, Grade 10, Grade 11, Grade 12

Number of students: 19

TRIP INFORMATION

Trip Category: Out of State Trip

Purpose of Trip: JAMZ National Cheerleading Competition for School Teams

Destination: The Orleans Hotel, Las Vegas, NV

Address: 4500 W Tropicana Ave, Las Vegas, NV 89103

Contact name: Jenna Meinig

Contact phone number: 5038889586

Departure date/time: 1/25/2024

Departure location: Redmond Airport

Return date/time: 1/28/2024

Return location: Redmond Airport

Day trip request if applicable:

Overnight Trip if applicable:

Out of State Trip if applicable: Athletic out of state competition or camp

CHAPERONE INFORMATION
Employee chaperones and cell phone #: Jenna Meinig - 503-888-9586; Teaya Kolar - 541-706-1559; Kayla Swindler - 541-680-6455; Will secure a male chaperone

If known, volunteer chaperones and cell phone #:

List of volunteer chaperones with contact info will be provided, and all must clear a criminal background check prior to the trip:

MEDICATION ADMINISTRATION TRAINING:

Leader or designee has received training unless noted below: Trip leader acknowledges training must be completed prior to the date of the trip.

TRANSPORTATION:

Mode of Transportation: More than one mode of travel, see related itineraries

Transportation arrangements made: Will book plane tickets and book shuttles to and from the hotel from the Las Vegas airport once trip is approved.

If using Private Vehicles, leader acknowledges:

If using Public Transportation, leader acknowledges:

If using Rental Vehicles, leader acknowledges:

RISK MANAGEMENT INFORMATION:

Overnight Sleeping arrangements if applicable: Students will use hotel accommodations

Hotel information if applicable: The Orleans Hotel & Casino, 4500 W Tropicana Ave, Las Vegas, NV 89103
4 hotel rooms for female athletes (4 per room)
1 hotel room for male athletes (1 per room)
1 hotel room for female chaperones (3 per room)
1 hotel room for male chaperone (1 per room)

Thu. 1/25 - $85 per room
Fri. 1/26 - $140 per room
Sat. 1/27 - $140 per room
Host School or destination for overnight if applicable:

Host Family information if applicable:

Rented Residence (VRBO, Airbnb etc) if applicable:

International Trip Acknowledgement if applicable:

BUDGET:

Substitute needed (if any) None

ABS Expense:

Grant Expense:

Total Cost of Trip:

Student Expense:

Trip Leader Notes if any: I will provide a budget sheet ASAP, just want to get this started now as I know it's already a little past the deadline.

BUILDING OFFICE USE ONLY:

Funds in ASB Account: 

$21,000.00

Account#: 

Sub account# (if required):

No Funds collected / deposited by

Transportation Expense Account #: 

Bookkeeper Approval:

Bookkeeper Notes:

ADMINISTRATION USE ONLY:

Building Administrator Approval: 

Building approval date:
TRIP REQUEST

Day trip - Request due 3 weeks prior to the trip
Overnight trip - Request due 30 days prior to the trip
Out of State trip - Request due 60 days prior to the trip
International Trip - Request due 60 days prior to trip

GROUP INFORMATION

Trip Leader: Head Coach Britny Haney

If past deadline, special consideration: We went to this last year and the girls loved it. I was just able to get together all the info together

Building: Ridgeview High School

Club / Team name: Ridgeview Women's Wrestling

Grade Level: Grade 9, Grade 10, Grade 11, Grade 12

Number of students: 7

TRIP INFORMATION

Trip Category: Out of State Trip

Itinerary (if attached): https://drive.google.com/open?id=1qsGNI3nt1xGK5KHky610OhJtaIWjvF6l

Purpose of Trip: Compete at the highest level available

Destination: Kelso Washington High School

Address: 1904 Allen St, Kelso, WA 98626

Contact name: Tyson Lindeman

Contact phone number: 360-518-7266

Departure date/time: 1/5/2024 8:00:00 AM

Departure location: Ridgeview High School

Return date/time: 1/7/2024 2:00:00 PM

Return location: Ridgeview High School

Day trip request if applicable:

Overnight Trip if applicable:

Out of State Trip if applicable: Athletic out of state competition or camp
CHAPERONE INFORMATION

Employee chaperones and cell phone #: Britny Haney 541-588-0598

If known, volunteer chaperones and cell phone #: NA

List of volunteer chaperones with contact info will be provided, and all must clear a criminal background check prior to the trip:

MEDICATION ADMINISTRATION TRAINING:

Leader or designee has received training unless noted below: Trip leader acknowledges training must be completed prior to the date of the trip.

TRANSPORTATION:

Mode of Transportation: Activity Vehicles

Transportation arrangements made: Reservations for Type 10 or Type 20 vehicle completed

If using Private Vehicles, leader acknowledges:

If using Public Transportation, leader acknowledges:

If using Rental Vehicles, leader acknowledges:

RISK MANAGEMENT INFORMATION:

Overnight Sleeping arrangements if applicable: Students will use hotel accommodations

Hotel information if applicable: Rooms are being booked

Host School or destination for overnight if applicable: See attached

Host Family information if applicable:

Rented Residence (VRBO, Airbnb etc) if applicable:

International Trip Acknowledgement if applicable:

BUDGET:
Substitute needed (if any):
None

ABS Expense:

Total Cost of Trip:
$1,300

Trip Leader Notes if any:

Optional Budget worksheet attached:

Grant Expense:

Student Expense:

BUILDING OFFICE USE ONLY:

Funds in ASB Account:
$41,233.71
$445.51

No Funds collected / deposited by

Account#:
Pay to Play Athletics (Travel Transportation)
Girls' Wrestling (Budging Team)

Sub account# (if required):

Transportation Expense Account #:

Bookkeeper Approval:

Bookkeeper Notes:

ADMINISTRATION USE ONLY:

Building Administrator Approval:

Building approval date:
12/18/2023

District Administrator Approval:

District approval date:
12/12/23

School Board Approval:

Board Approval date:

[Signatures]
OUT OF STATE TRIP - GIRLS WRESTLING
Depart: 1/5/2023 -1/7/2023

ROSTER:
Joselyn Jaimes
Dulce Cruz
Kira Gregory
Isabelle Copeland
Caydence Marshall
Amanda Turkington
Nova Danzig

Chaperone:
Coach,Britny Haney Ph. 541.588.0598

Lodging:
Airbnb: House
Address: 509 Garden St, Kelso, WA 98626
Phone: 1.360.431.0001
Girls Wrestling Kelso Trip

**Fri 1/5**
Depart from RVHS at 8:30am
Arrive at Kelso HS at 1:00pm
Weigh-ins at 1:30pm
Wrestling starts at 3:30pm
Wrestling end is TBD and head to Airbnb at 509 Garden St, Kelso, WA 98626
Shower, Dinner, and Bed

**Sat 1/6**
Wake up 7:00am
Depart from Airbnb 7:45am
Weigh-ins at 8:30am
Wrestling starts at 10:00am
Wrestling end is TBD then head back to Airbnb
Depending on time after wrestling Showers, Hang out, Dinner and Bed at 10:00pm

**Sun 1/7**
Wake up 8:00am
Depart from Airbnb headed home no later than 10:00am
Arrive back at RVHS around 3:00pm
Your receipt from Airbnb

Receipt ID: RC2YS5SE37 · December 4, 2023

Kelso
2 nights in Kelso
Fri, Jan 5, 2024 · Sun, Jan 7, 2024
Entire home/apt · 4 beds · 8 guests
Hosted by Rick Still
Confirmation code: HMYF8BPOF
Go to itinerary · Go to listing
Traveler: Brittany Haney

Cancellation policy
Free cancellation before 4:00 PM on Jan 4. Cancel before check-in at 4:00 PM on Jan 5 for a partial refund.
Cutoff times are based on the listing’s local time

Have a question?
Find details about payments and refunds in your payments, or try the Help Center.

Price breakdown
$146.50 x 2 nights · $293.00
Cleaning fee · $225.00
Service fee · $73.13
Taxes · $56.47
Total (USD) · $647.60
Will process in 2 payments
Payment 2 of 2 (USD) · $129.52

Payment

VISA · 8652
December 4, 2023 · 12:49:29 PM PST
Amount paid (USD) · $129.52

Occupancy Taxes
Occupancy Taxes include General Sales and Use Tax (Washington), Accommodations Tax (Cowlitz), General Sales and Use Tax (Cowlitz)

Airbnb Payments, Inc.
Airbnb Payments is a limited payment collection agent of your Host. It means that upon your payment of the Total Price to Airbnb Payments, your payment obligation to your Host is satisfied. Refund requests will be processed in accordance with (a) the Host’s cancellation policy (available on the listing), or (b) Rebooking and Refund Policy Terms, available at www.airbnb.com/terms. Questions or complaints. contact Airbnb Payments, Inc. at 1-844-323-2500.

Payment processed by:
Airbnb Payments, Inc.
SAS Brauman Street, San Francisco, CA 94105

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www.airbnb.com